

A NEEDS ANALYSIS FOR THE FRESHMAN READING COURSE
(ENG 101) AT MIDDLE EAST TECHNICAL UNIVERSITY

A THESIS PRESENTED BY

NİL ZELAL AKAR

TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

JULY 1999

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ABSTRACT

Title: A Needs Analysis for the Freshman Reading Course (ENG 101) at Middle East Technical University

Author: Nil Zelal Akar

Thesis Chairperson: Dr. Necmi Akşit
Bilkent University, ME TEFL Program

Committee Members: Dr. Patricia N. Sullivan
Dr. William E. Snyder
Michele Rajotte
Bilkent University, ME TEFL Program

This study investigated the question of what METU freshman reading course students need in ENG 101 (Development of Reading and Writing Skills I) both for their studies in content courses and their future careers. METU is an English-medium university where all classes are taught in English and students have to search sources in English for their studies. Most METU graduates have professions in which they have to use English. All these factors, which require a good level of reading in English, lead to the consideration of student needs when designing and preparing a syllabus for the course.

In order to carry out this study, three different groups of participants were used as informants. METU freshman reading students, METU graduates who currently hold jobs and content-course teachers. For the first group, four departments were selected: Architecture, Economics, Electrical Engineering, and Mathematics Education. Eighty-one students from these departments who took this

course answered a questionnaire. It assessed whether the students were content with ENG 101 and how they ranked language skills in terms of importance for them.

METU graduates were interviewed to gather further data for this study. Two architects, two electrical engineers, two economists and two math teachers participated in this part of the study. They were asked questions about the extent to which they use reading and other skills in English in their current jobs and what they recommend for an effective reading course.

The third group was content-area instructors, to whom a questionnaire on student needs in terms of English language skills was distributed in the Spring of 1998 by the Department of Modern Languages. This questionnaire aimed to see whether the needs of students in their departments were in agreement with what they studied in their freshman reading classes.

Means and standard deviations for items in student questionnaires were calculated. Graduate interviews were audio-recorded and then categorized. Results for teacher questionnaires were given in frequencies and percents.

Results of the study indicate that freshman students' opinion about the course varies according to their department. Architecture students' results were lower than those of other three departments. Students' overall responses showed that they were not very contented with the reading that they did in ENG 101; however, the Economics group considered it beneficial for their content course studies. Students indicated vocabulary studies as the most beneficial component of the course and speaking the least. Their results also show that they viewed reading and speaking as the most important skills both in undergraduate studies and for future professions.

METU graduates rank reading and writing as the two most needed skills for their jobs, but they focus on the importance of fluent speaking as well. All content-area teachers' results indicate that their students do some reading although the amount of it varies according to department. Based on these results some suggestions are offered for improving the course syllabus.

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MA THESIS EXAMINATION RESULT FORM

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The examining committee appointed by the Institute of economics and Social
Sciences for the thesis examination of the MA TEFL student

Nil Zelal Akar

has read the thesis of the student.

The committee has decided that the thesis of the student is satisfactory.

Thesis Title: A Needs Analysis for the Freshman Reading Course (ENG 101) at
Middle East Technical University

Thesis Advisor: Dr. William E. Snyder
Bilkent University, MA TEFL Program

Committee Members: Dr. Necmi Akşit
Bilkent University, MA TEFL Program

Dr. Patricia N. Sullivan
Bilkent University, MA TEFL Program

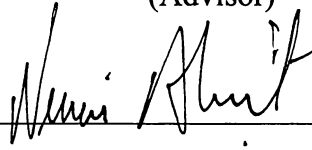
Michele Rajotte
Bilkent University, MA TEFL Program

We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



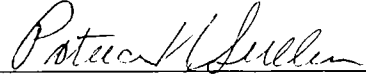
Dr. William E. Snyder

(Advisor)



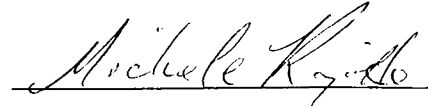
Dr. Necmi Akşit

(Committee Member)



Dr. Patricia N. Sullivan

(Committee Member)



Michele Rajotte

(Committee Member)

Approved for the

Institute of Economics and Social Sciences



Ali Karaosmanoğlu

Director

Institute of Economics and Social Sciences

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LIST OF ABBREVIATIONS

Arch : Architecture

CHE : Chemical Engineering

CP : City Planning

Econ : Economics

EE : Electrical Engineering

F : Frequency

ID : Industrial Design

M : Mean

MED : Mathematics Education

METE : Metallurgical Engineering

N : Number

PR : Public Relations

S : Statement

SD : Standard Deviation

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CHAPTER I: INTRODUCTION

Thanks to technological development and innovations, the world has become smaller than it was ever before. And with it, knowing at least one foreign language and preferably more has become essential in order to keep up with the literature in the world. In particular, both university students and people in business life have to know especially English to find various materials for their studies, operate computers and the Internet, and communicate with foreigners. Thus, these needs with many other additional ones have affected the process and content of language teaching. Because of this, many aspects of language teaching have to be updated in many institutions.

The first step to take in this situation is to conduct a needs analysis, which Brown (1995) refers to as a process of gathering information through various activities to determine the learning needs of a particular group of students and to develop a curriculum after analyzing these needs. In order to achieve a specific aim, first the need should be appropriately identified. Then it is possible to produce more effective methods and activities as the problem or needs are known (Smith, 1990). Such a study is useful in achieving desired aims and objectives more successfully.

Students who learn English in different institutions have different purposes for learning the language. Children learning English at school may not be aware of their own needs at that moment since they do not independently make the choice of studying a second language and their ages do not permit determining what they need. Adults, however, are more conscious of their needs in terms of whether they take an obligatory English course or not. Therefore, in a needs assessment process the

learners themselves, teachers, institutions, and any other directly or indirectly related party can participate in the procedure. In the case of academic English environment where learners have different majors, Johns (1991) suggests that “we must constantly develop new techniques for examining tasks students have to perform in English, for understanding the target situations in which they will operate, for analyzing the discourse of the target situations, and for determining student learning strategies” (p.72). Finding out these needs and using appropriate materials which will enhance learning and at the same time meet students’ needs in their content courses will increase motivation and foster better learning. Students will need the knowledge and skills they learn at school even more after graduation. Therefore, it is important that students’ both present and future needs in a specific language course program be determined thoroughly and an appropriate syllabus be offered.

Background of the Study

At METU there are over 1500 students taking ENG 101 (Development of Reading and Writing Skills I) in the first term of each year. The course mainly aims to teach reading skills, with some integration of writing as a preparation for the second semester freshman writing course, and a little integration of speaking skills to improve students’ oral language abilities. The teaching of reading skills dominates the course at all times, while the amount of accompanying language skills or components, such as speaking, grammar, and writing, may change in the syllabus every year. These changes are made by the syllabus committee according to the assumed needs of students.

The students in ENG 101 classes are determined according to department; that is, students who study in the same department are in the same freshman reading

classroom. Some students taking this course for the second or third time (irregular students) may choose the classes they want to study in. However, their number in any class is small.

The same ENG 101 syllabus is employed in all classes and all students are supposed to read the same passages and learn the same vocabulary. With this system, it has been impossible to provide an appropriate course to all students who study at different departments with different needs.

Reading is very important for freshman English students in pursuing their academic studies at the university, being more successful in their professions in the future and having the opportunity to practice the language. In ENG 101, students are given different types of reading passages which require them to use the skills of skimming and scanning, understanding the main idea, understanding the implied meaning and being able to answer the comprehension questions. Students are also taught how to guess the meaning of a word in a context. In addition to reading skills, they write essays after each unit and make oral presentations on related topics. The reading course is enhanced by integrating these extra skills in it.

However, the reading course syllabus could be improved so as to reflect more of the real needs of students. Therefore, a needs analysis study was necessary in order to determine the requirements of students in freshman English courses. In addition to students' opinions on the course, the views of METU graduates who work for private companies, governmental institutions, high schools and universities, about English language needs after graduation were gathered. Content-course instructors' opinions were also considered.

Statement of the Problem

Students who take ENG 101 take many content courses from their departments at the same time. The contents of these courses vary greatly across departments. Therefore, students' needs and expectations for the content of ENG 101 vary, too. The materials and content of the freshman reading course should meet these expectations so that the students do not become demotivated. However, in recent years there have been complaints about the content. Students have claimed that the topics did not interest them and that this course did not help them in their content courses.

Also, in Turkey, many employers expect their employees to have a good command of English language reading skills. Some reasons for this are to provide efficient communication within companies or with counterparts around the world and to encourage employees to keep up with the literature in the relevant subject area. Therefore, reading in English appears to be one of the most important skills for employment in Turkey. In brief, students need a more efficient reading course to prepare them both for their undergraduate studies and for business life after graduation.

Purpose of the Study

The main aim in teaching reading is to increase readers' attitudes, abilities, and skills at getting information and to develop interest and motivation through reading. Another objective of reading is to foster a creative use of reading to meet specific needs and interests (Badrawi, 1992). METU students must definitely read in English for their departmental studies although the amount of reading differs according to department. Moreover, their courses are not the only reason for

reading. They may need to read in English for their own interests, and more importantly, in their careers after graduation.

Whether the reading needs of students were met or not was the starting point for this study. In other words, this needs analysis study for METU freshman reading course was carried out to see whether this course meets students' needs both at school and after graduation.

Significance of the Study

METU is a Turkish university, which has a good reputation in education. METU graduates are seen as privileged in working life because it provides its students with quality education. ENG 101 is a course where academic reading and other language skills are introduced to students. If a well-prepared syllabus, which will encourage the teaching of these skills by considering students current and future needs, is employed, students will benefit more from this course. This study will contribute to the development of such a syllabus.

This study may also be relevant to researchers in other universities who want to improve their English course syllabuses.

Research Questions

It is necessary to determine from what perspective students' needs are considered. Therefore, this study addresses the following research questions.

1. What do freshman students at METU need in an English reading class
 - from the perspective of students,
 - from the perspective of METU graduates,
 - from the perspective of content course teachers?

2. What is the match between the reading needs as stated by students and the real-life reading needs as seen by graduates?
3. To what extent does the current ENG 101 syllabus reflect these needs?

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

The Department of Modern Languages at METU has been offering ENG 101 to hundreds of students each year. The aim of the course is mainly to teach academic reading skills. There are also other components in the course, such as teaching vocabulary as part of reading. The grammar component has been omitted from the course syllabus for the last two years and the speaking skill was added to improve students' speaking abilities. However, there have been discussions among department instructors over what component of the course to focus on. This debate has arisen from the need for ENG 101 to be more beneficial for students from all departments. In this case, doing a needs analysis of METU freshman students would be the most useful contribution to the Department of Modern Languages to determine what learners need exactly and to establish the objectives of the course based on these needs. Therefore, it is necessary to mention the literature on needs analysis, how it is defined and what types of analyses there are.

This chapter has three sections. The first section analyzes the literature on needs analysis. The second section reviews work specifically on the reading class and language skills, and the third section discusses text selection in a reading class.

Needs analysis

Many factors are considered when designing a course curriculum or course material for a second language classroom. Identifying the learners' needs, assessing the availability of materials and their appropriateness for the learners, and considering the kind of teaching and learning are some of these factors (Jordan, 1997). For this study, the researcher concentrated on learner needs since their needs

at METU freshman English courses vary extensively. A needs analysis study offers useful source of data when designing the course syllabus and therefore is beneficial to the learners.

Who is Involved in a Needs Analysis Study?

In recent years doing a formal needs analysis has come to be considered very important in course design or evaluation, even if it had been done informally in previous years (Brown, 1995). This informal way of doing needs analysis generally has taken place within classrooms where teachers tried to discover their students' needs. When teachers enter the classroom, they automatically determine some features of their students, such as age, gender, and language background. Tarone and Yule (1989) also point out that most teachers actually do informal type of needs analyses for their learners in their classrooms and that they base their teaching on these unconscious findings. These analyses are generally done through intuitive feelings on the needs of the students. However, teachers often feel that what they do in their classrooms is only valid there and what they come up with for the needs of their learners are not of much value, especially for the needs analysis experts. They think their opinions are not worth mentioning and are "naive". However, teachers are the closest people to students in education and their ideas on their learners' needs could be the most valuable.

Johns (1991) also claims that needs assessments have been used more in recent years and that they have become more complicated since the beginning of 1980's "under the influence of new methodologies, new foci, and new assumptions" (p. 72). Johns explains this by giving Ramani (1988) and her colleagues' techniques to collect data for their studies as an example. These researchers observed students

who were performing in their “natural academic environments” and they interviewed some of these students to learn more about their needs, problems and communicative practices. Finally, they interviewed subject specialists to determine the problems that students encountered with the content and also in the classroom . The researchers designed the curriculum with the information they gathered from these people. In this way, they extended the scope of needs analysis not only by examining the language as it was done before but also by including other sources to achieve a better understanding of needs.

Richards and Lockhart (1996) claim that many teachers in many institutions prefer to determine their students’ needs themselves formally. They refer to a study done on 30 EFL teachers who want almost total responsibility on assessing these needs. They also state that some institutions give wider responsibilities to teachers who both find out learners’ needs by following their institutions’ guidance and then plan the course related to these needs.

It is important that teachers share their ideas with course designers and administrators for a thorough needs analysis. When these people work together it is possible to produce more effective methods and activities after the need is appropriately identified and the problem or needs are known more clearly (Smith, 1990).

Brown (1995) involves more categories of people in a needs analysis study. His four categories of people are “the target group” which generally consists of the students, “the audience who will eventually be required to act upon the analysis”, “the needs analyst” who are the people carrying out the study and finally “the resource group who may serve as sources of information about the target group”

(p.37). In the case of the needs analysis study for the freshman reading course at METU, all these four categories were involved and provided information for the specific study.

Jordan (1997) offers a summary graph for needs analysis (see Figure 1). He looks to needs analysis from four perspectives: student needs, course designer and teacher, employer/sponsor, and target situation needs. “Student needs” take the issue from the learner’s perspective and what they may need at the present time. “Course designer and teacher” category involves what they perceive as needs, what they may employ in courses, and what the constraints are. “Strategy analysis” refers to observing learners for their preferences and learning strategies. “Means analysis” is adapting the courses to local situations, such as cultural preferences, and materials available. The third category Jordan mentions is “employer and sponsor”. They respond to demands and are product-oriented. The final category is “target situation” which covers future objectives.

In addition to which individuals should be involved in such a study, the particular aim in language teaching is also important.

Determining the Particular Needs of Learners

To be specific about how needs analysis works on different needs, Tarone and Yule (1989) suggest that learners’ particular aims be thoroughly researched, such as whether the learners are learning language to get a job, to earn a BA in a specific field or for any other reason. This, however, should be done before entering the class so that the curriculum, material or syllabus is appropriately designed. To find out these needs, Hutchinson and Waters (1987) mention three types of target needs, the

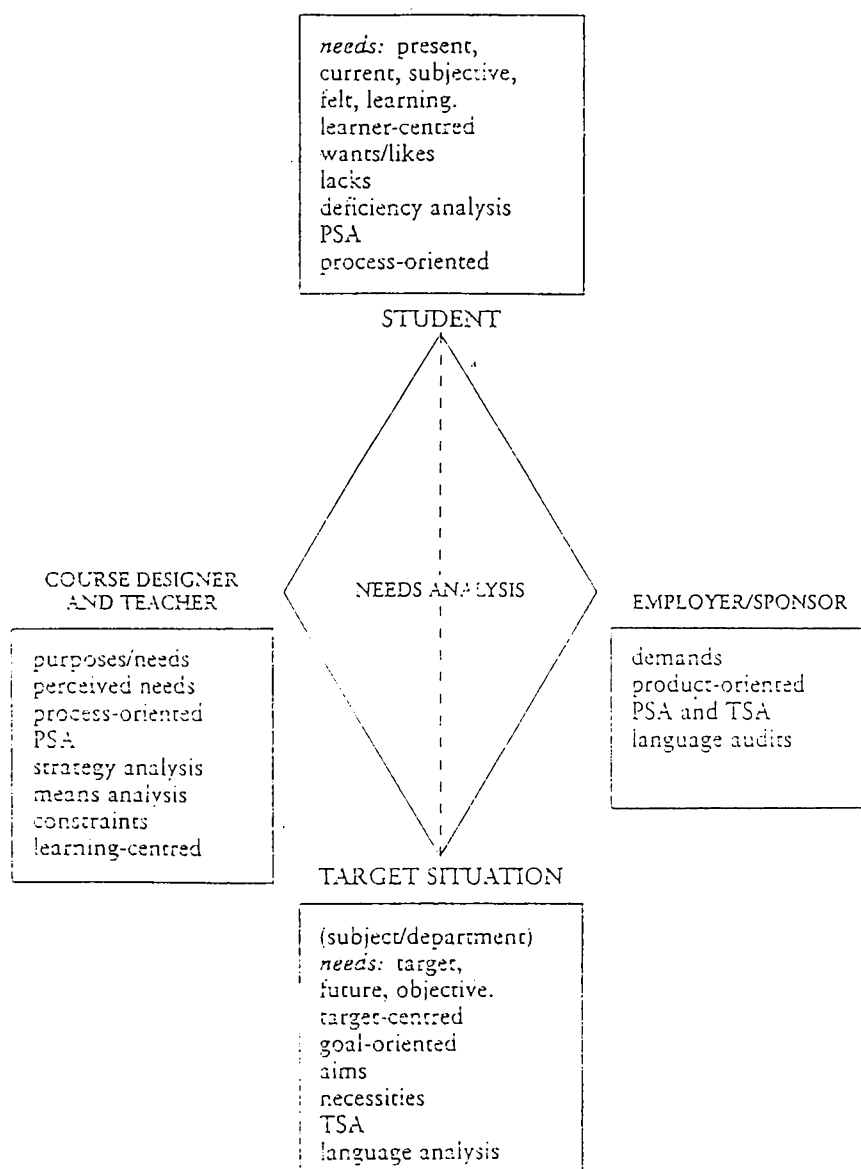


Figure 1. Needs analysis defined by Jordan (1997 , p. 29)

PSA: Present Situation Analysis

TSA: Target Situation Analysis

first of which is “necessities”. They claim that necessities are “determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation” (p.55). A businessman, for instance, may need to understand business letters, communicate well at some conferences and also need to be aware of some linguistic features. Next, they mention “lacks”. Whoever carries out a needs analysis study should also know what the learner already knows in order to find out what necessities the learner lacks.

Finally, “wants” indicate that the learners also have a view as to what their needs are “but it is quite possible that the learners’ views will conflict with the perceptions of other interested parties: course designers, sponsors, teachers” (Hutchinson and Waters, p. 56).

Brown (1995) mentions this as “discrepancy philosophy” and defines it as “one in which needs are viewed as differences, or discrepancies, between a desired performance from the students and what they are actually doing” (p. 38). In order to close the gap between the differences in what students perceive as their needs and what they actually do need at that specific time, “more detailed information about what is needed to change the students’ performance” is needed (p. 38). An example of a German engineer is illustrated by Hutchinson and Waters (1987). An engineer needs to read in English frequently; therefore, a quantitative analysis shows that his fundamental need is reading. On the other hand, he also has to communicate with overseas colleagues in English and therefore he thinks that this need is more important than reading. His motive behind this is that he can cope with reading by help of a dictionary or slow reading; however, speaking should occur spontaneously and he feels incompetent if he cannot keep up with others while talking. In this case,

the need that the student expressed and the perspective of the person doing the needs analysis conflict. Nevertheless, “bearing in mind the importance of learner motivation in the learning process, learner perceived wants cannot be ignored” (Hutchinson and Waters, 1987, p. 57). If the students in the Department of Modern Languages want more speaking although their need might be reading, it should be considered by course designers.

These three elements to be used in needs analysis are very important to determine the different needs of students in the freshman reading class. “Necessities” can be determined by teachers, which are immediate needs. Long-term needs require a resource group. “Lacks” can be determined both by teachers and students, and finally ‘wants’ only by students to create the objectives.

In fact, Hutchinson and Waters (1987) refer to “objective” and “subjective” needs analyses, which cover these three elements. An objective needs analysis of necessities and lacks establishes the needs in situations by predicting what the learners might encounter whereas the subjective one (want) derives needs directly from the learners themselves (Nunan, 1988a).

Talking specifically about content-based instruction, Snow (1991) points out that it “is a student-centered approach. Choice of content should revolve around considerations of students’ current proficiency levels, academic objectives, interests, and needs. When selecting an instructional model, these considerations must be taken into account” (p. 326). Since each METU freshman English class is composed of students of different departments, their needs are different and in that case, what they prefer to be covered in class should be considered.

Hutchinson and Waters (1987) outline the kind of information that the course designer needs to get after analyzing the target needs. The questions they recommend asking are as follows: why is the language needed, how will the language be used, what will the content areas be, who will the learner use the language with, where will the language be used, and when will the language be used? Brown (1995) points out that there are some priority questions to be asked as well, including the kind of topics or language skills to be covered in the course and adds that any of the resource groups involved in the analysis can be asked to answer these questions. These are the major points to be discovered firstly.

Instruments used when assessing learner needs

Brown (1995) mentions six categories of instruments, which are the following: “existing information”, “tests”, “observations”, “interviews”, “meetings”, and “questionnaires”. Brown refers to existing information as any “preexisting information that may be available” including “data sources within a program...or external data sources” (p. 46). Tests are another source of information for needs analysis to determine students level of general ability, and “...watching an individual or a small number of individuals, and recording the behaviors that occur” is another tool to assess needs (p. 48). Interviews are mentioned as a “fairly open-ended type of instrumentation” (p. 49) which are useful in getting private opinions. Meetings differ from interviews in that they are structured to have participants do certain tasks. Finally, questionnaires are useful as they can be applied to large group of people.

Nunan (1988b) argues against two common criticisms of needs analysis. One of them is the claim that a formulaic book would result from a needs analysis and that focusing on needs only would ignore communicative language. Another

criticism about needs analysis claims that the same curriculum would still be used with some changes in it and therefore not foster any improvement. Nunan (1988) replies to these criticisms by saying that whether a needs analysis study is done or not the books always have the risk of being formulaic, so it is not an issue regarding the identification of needs. He also adds that a curriculum based on students' needs would be interesting.

To conclude, "Even if the students in one class are all from the same language group, they inevitably have different learning styles" (Peck, 1991 , p. 363).

Therefore, whoever the learner group consists of, a needs assessment study should be applied which is "an integral part of systematic curriculum building" (Brown, 1995 , p. 35).

The next section will deal with reading and other components in reading classes.

The Reading Class and Language Skills

Badrawi (1992) defines reading as "bringing an individual's entire life experience and thinking powers to bear to understand what the writer has encoded" (p.16). Reading is not an easy task since it requires the ability to comprehend, use reading skills and at the same time make use of some other language skills, such as writing and in some cases listening and speaking as well. For academic reading, Dubin and Bycina (1991) mention more strategies to be used such as "advanced reading, study skills, vocabulary building, and even writing activities such as note taking, summarizing, and underlining" (p.196).

The overall purpose for teaching reading is to develop the skills, abilities and attitudes to understand the text and get information, react to ideals, develop interests

and have learners derive pleasure from what they read (Badrawi, 1992). In an academic reading class such as in a METU freshman English reading class, all these elements mentioned by Badrawi have to be used to keep up with content courses, use these skills in business life and everyday life.

For such classes Ghani (1993) states that a non-native speaker of English who studies a major in English needs reading more than other skills since he has to read and understand the materials to be successful in that specific course. “Thus teachers are confronted with the task of preparing their own materials to meet their students’ needs” (p.42). In addition to choosing the appropriate materials, the teacher should present the topics in motivating ways. To do this teachers have to prepare students before the reading activity. Although what the teacher does during while and post activities are important, “prior knowledge” is also important for having students read in an efficient way (James, 1987).

Grammar in a Reading Class

In addition to what teachers have to do in general in reading classes, what should be included in an academic reading class is also important. To begin with, students’ levels should be assessed appropriately in a reading class especially if it is a homogenous one. Textbooks or any reading materials should be selected very carefully. Some general drawbacks should be avoided such as concentrating on grammar too often and as a result not being successful in conveying the message which should be the main aim. The reason for this is that a reading class is generally not a course where the structure of English is the focus. The language itself is a secondary objective in such a course where skills have the priority (Nuttall, 1982) .

A research study carried out by Devine (1987) is a good verification of the view that grammar studies and reading abilities do not correlate. He investigated the reading behavior of 20 ESL students, who were studying at the English Language Center at Michigan State University. The results indicated that improvements in specific points of language do not correlate with reading improvement. Hence, repetition and drilling of grammatical structures do not help them improve reading abilities. However, if linguistically rich texts with suitable and interesting topics are given to students, knowledge of grammar will not be a prerequisite for reading but the text itself will foster better language learning through reading. Devine suggests that teachers should try to avoid using materials that deal with language points or vocabulary separately. These elements should be integrated in reading, for instance, by using complete, “self-contained stories”. These kind of texts mainly focus on comprehension and do not draw students’ attention only to grammar points. As a result, students learn to extract the meaning out of the passage, which will be more useful to them.

McDonough and Shaw (1993) also criticize the dominance of structural features in reading courses. Traditionally, reading materials have been prepared by focusing mainly on items of grammar and vocabulary, which is not adequate if the aim is teaching reading skills. A text, which for instance, tells what Mr. Smith does during the course of the day in simple present tense might seem artificial since the focus is on structural usage rather than the authentic features. A real life experience or writing an academic report can be far different than the text the student is exposed to. In case of freshman reading classes, if students are loaded with extensive structural knowledge, the aim will be diverted from developing the reading skills to

structural knowledge, the aim will be diverted from developing the reading skills to teaching grammar since students will not try to understand the text as a whole but by parts.

Ovazia (1989), on the other hand, does not agree with the view that grammar should not be one of the components of the reading course. He claims that a reader has the control over linguistic structures and the only problem they might deal with can be vocabulary. However; he claims that although vocabulary is an important aspect of understanding the reading material, it does not always help readers understand the full text. He states that the grammatical structure is a more important aspect in such a course to comprehend what is read. It is important to know good grammar to understand complex sentences and relationships within and between sentences, which makes reading simpler.

Therefore, he proposes a reading class which will consist of both language exercises and reading comprehension. He believes in dealing with these two skills separately. In the separate language exercise sessions “embedded sentences with features such as nominalization, deletion, and other forms of combination must be the focus of the study” (Ovazia, 1989, p. 40). Learning these structures, according to him, will improve reading. As mentioned earlier, though, Devine (1987) and Nuttall (1982) disagree with the idea of presenting these issues separately.

It is clearly seen that there has been much controversy on the issue of whether to include the grammar component in reading classes or not.

Writing and Vocabulary in a Reading Class

As mentioned earlier, Dubin and Bycina (1991) mentioned vocabulary studies and writing activities as part of an academic reading class. Writing and reading are

teach good reading strategies because when people read, they learn to get information according to their purpose and interest, and they use their “knowledge of the world and ... previous experience as readers... When we write, we also make use of our knowledge of the world and of our experience as good readers” (p. 42). As Peck (1991) indicated, writing is also a part of the reading class and the receptive skill reading is generally followed by the productive skill writing.

Dubin and Bycina (1991) refer to reading and vocabulary also as inseparable components. “...reading and vocabulary have a symbiotic relationship: one really is not possible without the other” (p. 199). When students read, they generally meet unknown words. To understand the texts, students need to understand these words. The techniques to make students guess or discover the meaning of words also cover some reading skills, such as skimming and scanning (Hewings, cited in Jordan, 1997). Therefore, vocabulary studies cannot be ignored in a reading course. In METU freshman reading classes, writing and vocabulary studies accompany reading, which actually helps the improvement of reading skills and avoids monotony.

Teaching Reading Skills

As mentioned previously, a student in a reading class has to deal with many reading skills apart from grammar. Ghani (1993) emphasizes the importance of teaching reading skills for reading classes. Scanning is one of the important reading skills since “ knowing how a text is organized helps a student locate information quickly. Since science textbooks have an index at the end, knowing how to use this index helps students find information quickly” (p. 43). On the other hand, “skimming a science text can be made easier if students are made aware of the general organization, the layout, and the details that science textbooks adopt in order

to facilitate reading “(p. 43). Inferencing is another important skill which should be taught to learners because it allows students to infer the meaning out of the text indirectly (Nuttall, 1982). All these skills have to be used in freshman reading classes. Knowing the organization of a text, finding the main idea or specific information and deriving conclusions are important for all freshman students since all of them read books in their courses.

Dubin and Bycina (1991) claim that reading texts are used to study the language no matter what the student’s major is. However, in some modern classrooms, reading skills are mainly focused on. They state,

In ESL/EFL-for-academic purpose courses, teachers must be able to simultaneously juggle a variety of objectives: instruction in reading skills per se; language-culture concerns, or the element that makes working in an L2 classroom different from teaching native-born students; study skills, or instruction in how to learn content from texts. (p. 196)

They focus on all components equally to help the non-English student accomplish the reading task well.

Study Strategies and Student Intelligences

Shih (1992) criticizes researchers’ such as Ghani (1993) and Nuttall’s (1982) strong focus on reading skills. Although comprehension and skill building exercises are very important, she complains that study strategies have not received much attention. If learners are made aware of their study strategies, it will be much easier for them to succeed in reading skill exercises. Moreover, the teaching of reading should go in accordance with students’ learning styles and strategies, and/or perceptions (Brown, 1993). Students have different types of perceptions and

intelligences, such as visual or kinesthetic perceptions. They might prefer different types of lessons. Teachers should consider these preferences although an additional analysis to determine this type of needs is required.

Badrawi (1992) points out the importance of learner needs and styles. He suggests that educators consider this fact while preparing syllabuses, or materials. Moreover, teacher trainers should emphasize the necessity of developing positive attitudes in students. “A teacher should be prepared to guide the learner towards this success by being aware of his weaknesses and strengths, and should have enough knowledge about the skills and the learning types of individual pupils to assist the learner to capitalize on his strengths and eliminate his weaknesses” (p. 31).

There are different opinions on what aspect of a reading class should be given priority. The discussed issues were including teaching grammar separately or integrating it into the class, teaching writing with reading, focusing only on reading skills and considering learner strategies and preferences. Text selection is another issue related to students’ needs in a reading course.

Text Selection

The selection of reading material is an important matter in a reading class. First of all, reading materials should be appropriate to students’ ages, educational levels and interests. If the material is above students’ levels in terms of age or linguistic background, students will lose motivation since they will try hard to comprehend the text but not be able to. Nuttall (1982) listed the reasons why a learner may find a text difficult as follows: not knowing the code that the writer used, not knowing much about the topic, difficulty of the concepts for the reader and limited vocabulary knowledge. On the other hand, it is not recommended to select a

low-level text, either, since it might be demotivating, especially for college students (Ghani, 1993).

For college students, Ghani suggested that a materials developer consider four main points. First, it is important to determine the purpose of reading and the level of reading difficulty needed by the target group. In academic reading classes, students may have different majors, thus different interests and needs. They may also have different language backgrounds. Considering these should lead to a more careful selection of texts. Second, deciding on the cognitive level of comprehension is required. Students should be able to understand and interpret the text they read. Third, teachers should select materials which have the right level of difficulty both for teachers and students. If the text is understandable for the student in terms of content and major-related vocabulary, but difficult for the teacher to comprehend due to unfamiliar terminology, the teacher cannot be a guide for the students. Materials must be appropriate in this sense. Finally, teachers should decide on the appropriate length of texts. They should not be too long or too short to be inappropriate for students.

Since university students have to deal with their content courses and read books and articles on the subjects they study, it is important to make them familiar with authentic texts. Selecting authentic texts from books that are related to their majors might be appropriate in this case. Students will be both familiar with the topics which will encourage them in the reading course and learn how to cope with a science text. However, the teacher should make sure that he or she can tackle the subject. Moreover, while applying some reading skills to these texts, one should be careful since as “ science textbooks are usually heavily illustrated, and sometimes

illustrations, which are visual forms of communication, replace verbal communication and need to be carefully ‘read’ and comprehended ” (Ghani, 1993, p. 43). This kind of illustrations or similar problems related with definitions and illustrations may appear in every subject book; therefore, a freshman teacher should ensure the appropriateness of the material.

Using authentic texts without simplifying them is useful in English reading classes. A study done by Strother and Ulijn (1987) is an evidence of this. Forty-eight American students and seventy-one ESL students studying at American universities and Dutch subjects studying in the Netherlands were the participants. Almost half of these participants were computer science majors and the rest were studying humanities. To all participants, two texts on computer science were given –one authentic version and one syntactically simplified version- and they were asked to answer related questions. Surprisingly, the results did not suggest any significant difference in results. Although comprehension was slightly better with syntactic revisions, it could be concluded that students in all groups performed almost the same with the two texts. Strother and Ulijn (1987) recommended to teachers that students should be encouraged to understand the information given in the text and learn the necessary vocabulary rather than focusing on syntax.

Students should be guided towards focusing more on concepts and on vocabulary, with syntactic analysis being superficial in most cases. Improving the readability of materials given to students will strengthen their reading comprehension of academic materials” (p. 100).

Ghani (1993) agrees with this idea by saying that vocabulary, which constitutes a huge part of a reading course, should be given importance. When developing, adapting or adopting materials the appropriateness of vocabulary should be considered. Most words in the texts should serve learners' needs.

Another issue raised by McDonough and Shaw (1993), which to some extent opposes Ghani's ideas about text selection, is that the selection of content-matched topics in reading classes is not appropriate. Topics that students are quite familiar with might not serve the purpose of teaching skills because students might answer the comprehension questions without referring to the text. In this case, for instance, if a university student studying biology is given a text on his or her subject, he might be able to answer the questions easily since he or she knows the topic already.

Nuttall (1982) suggests three qualities for possible course materials: readability, by which she refers to the appropriateness of the language level; suitability of content which will fit the interests and needs of the reader; and exploitability, which will have the reader get to conclusions.

She also mentioned some drawbacks of some textbooks, such as using spoken language which might not be good at the first stages of teaching, presenting the facts of topics rather than focusing on communication, giving too much detailed information in some texts and not letting the reader make inferences, and concentrating on grammar too much which impedes comprehension.

According to Shih (1992), the reading materials should be independent, such as complete articles and entire chapters, and they should be on related topics in specific subject areas. They should be appropriate to students' ages, levels and interests.

In a freshman English reading class, the selection of materials is very important since challenging topics should be found for students so that they become more interested in the reading class. Although selecting topics on their major is a good way of motivating students, it might not serve the purpose all the time. Therefore, the amount of materials on such topics should be limited. Using them too much might have some disadvantages, and as discussed above, the learners might not feel the need to read the text thoroughly since they know about the topic.

Conclusion

In this chapter literature on needs analysis was reviewed. In addition, literature on reading courses and their content in relation to learner needs were mentioned. The next chapter will present the type of the research study, participants, instruments, data collection and data analysis procedures.

CHAPTER 3: METHODOLOGY

Introduction

This study investigates the needs of freshman English reading students at the Middle East Technical University. During the first semester of each academic year, over 1500 students take ENG 101 where the teaching of academic reading skills is the main objective. The aim of this study is to provide information that could be used in the development of an effective syllabus for ENG 101.

A needs analysis study (Somuncuoğlu, 1998) was conducted at METU to determine the needs of ENG 102 students (English freshman writing). The study on ENG 102 included the opinions of students and instructors of the course, and administrators. The results showed that, although it was a writing course, the students wanted integration of speaking, writing, reading and vocabulary work. They also claimed that the course was too boring and too academic. They wanted the writing topics to be more interesting and teaching tasks to be more motivating. They preferred to write on topics that were meaningful to them. Moreover, they found the textbook to be very uninteresting and irrelevant. The ENG 102 instructors had similar opinions. They complained about the lack of a common understanding of the objectives and goals among themselves. They also claimed that the objectives were not relevant to students' needs. Similarly, they said that the textbook did not serve their needs.

The results of the study revealed many shortcomings of the writing course; however, similar research was not done for the reading course, ENG 101. Although these two courses are offered in two different semesters and some students may be exempt from either one of them, they cannot be thought out or planned separately.

The same instructors teach ENG 101 as well as ENG 102. Therefore, a study of ENG 101 similar to that for ENG 102 was needed. The researcher hopes that this study will be a guide to the syllabus committee that prepares the ENG 101 syllabus at the Department of the Modern Languages at METU.

There are four sections in this chapter. The first section describes the participants who took part in this study. The second section introduces the materials used in the study. The third section presents the procedures for collecting data using these materials and the final section describes the data analysis procedures.

Participants

The participants were divided into three different categories: ENG 101 students from the Architecture, Economics, Electrical Engineering (EE) and Mathematics Education (MED) departments, METU graduates of these departments, most of whom took ENG 101 during their undergraduate studies, and content course teachers in the same faculties.

METU Freshman Students

The criterion used when selecting ENG 101 students was the departments they studied in. The reason for this was to discover the needs and preferences of students in departments from four different faculties: Architecture, Administrative Sciences, Engineering and Education, and to see if these differed. The courses differ in each of these faculties. Technical courses dominate engineering classes, whereas more social topics are covered in Administrative Science classes. The Faculty of Education gives priority to educational courses together with the subject area of the future teachers and courses in the Architecture Faculty are based on designing and sketching. Therefore, one department from each of these four faculties was selected

to determine the different needs of their students, if any. The departments selected were Architecture, Economics, Electrical engineering (EE) and Mathematics Education (MED).

In each department questionnaires were distributed to two classes. Since the data collection was done during the second semester of the academic year, ENG 101 classes had already ended the previous term. For this reason, the questionnaire was distributed to students during their ENG 102 classes in the spring semester. While some students in ENG 102 were exempt from ENG 101, it was assumed that two classes would provide a large enough sample of students who had taken ENG 101 in each department.

The selection of classes to be surveyed considered the availability of students and instructors and their class hours. Eighty-one students responded to the survey. There were 33 female and 48 male students. The ages of these students ranged between 17 and 22. Fifty-two students had attended the prep school and the rest had entered the first year classes in their departments directly. The number of students according to each department were as follows: Architecture 20, Economics 20, EE 23, MED 18.

METU Graduates

The second group of informants were eight METU graduates currently pursuing professional careers in fields related to these departments. The researcher interviewed two architects, one, the head of a private company and the other a research assistant who is currently writing her MA thesis at METU. The former architect graduated 16 years ago and owns a company. He and his staff frequently attend seminars, conferences and training programs in English.

Next, two economists working at the Undersecretariat of Treasury and Foreign Trade were interviewed. One of the economists had graduated from the Management Department, but was included in the study because most of the classes Management students take are similar to those of the Economics department and they are both in the Faculty of Administrative Sciences. Both interviewees attend official meetings in Turkey and abroad, and read in English to keep up with the trends in the world economy.

Two of the graduates that the researcher interviewed were electrical engineers working for two different private companies. One of them graduated from METU in 1986, and the other one in 1991. They go on business trips, contact foreigners, and read and write documents concerning the profession.

The last interviewees were two math teachers, working at two different high schools, one of them a private and the other an Anatolian high school. The one working for the private school graduated from METU in 1998 and the other one in 1982. Both teach, prepare tests, and one of the teachers often attends seminars on education.

Content-course Teachers

Finally, a questionnaire to see whether the reading needs of students in their content courses were consistent with what they studied in their freshman English reading classes was given to department instructors by the Department of Modern Languages in the spring of 1998. Instructors from 30 different departments responded to it. The total number of instructors was 200; however, the researcher here has presented only the responses of instructors who taught in the faculties which included Architecture, Economics and Electrical Engineering departments. Data by

department was not available. The results were presented in categories of two or three departments of the same faculty. Therefore, the researcher used the data given for these categories of departments. The categories of departments and the number of teachers in each category were as follows: Public Relations (PR) and Economics (Econ) 18 ; Architecture (Arch), City Planning (CP), and Industrial Designing (ID) 11; Metallurgical Engineering (METE), Chemical Engineering (CHE), and Electrical Engineering (EE) 24. There were no responses from MED instructors in the results sheet since they had not taken part in the questionnaire. Thus, the researcher had to analyze the data she received for the other three departments.

Instruments

Three different materials were used for each category of participants in this study. A questionnaire consisting of three sections (See Appendix B) was distributed to freshman students. The questionnaire was given in Turkish so that the students could give more reliable answers in their native language. Audio-tape was used to record the interviews done by the METU graduates, all of which were made in Turkish as well. Finally, the results of an eighteen-question questionnaire prepared and distributed by the Department of Modern Languages and its results (See Appendix E) were used as data.

Student Questionnaire

One hundred questionnaires were distributed to students in the departments of Architecture, Economics, EE and MED. Eighty-three of them were returned, two of which were incomplete. Therefore, 81 questionnaires were taken into account while analyzing the data. The questionnaire was composed of three parts. Part 1 focused on students' backgrounds. The information included age, sex, high school and

whether they had attended the preparatory school at the university. The second part of the questionnaire consisted of 16 Lickert-scale questions to get information on students' opinions about the course in terms of language skills they learned and their use in their content courses and daily lives. There were two rank order questions in the third part of the questionnaire which were about the importance of certain language skills for their immediate course studies and their future careers.

Interviews

The METU graduates were interviewed to get their opinions about the relevance of ENG 101 to real life. The interviews were semi-structured, with a set schedule of six questions. Other questions were posed if the need arose (See Appendix C). Their answers were audio-recorded. The interviewees answered questions about the features of their present jobs, how and where they use English, which language skills they make the most use of, whether they need to read in English, whether they benefited from ENG 101, and what they would recommend for the improvement of the freshman reading course.

Teacher Questionnaire

A second questionnaire, which was given to 200 content course teachers in the spring of 1998, was used in this study. The questionnaire was designed by the administration of the Department of Modern Languages and it was intended to improve freshman English courses in accordance with the information received from content course instructors. However, the information was not used in any formal study. It included 18 questions but this researcher used only four of the questions on reading skills that were relevant to the aim of her study in analyzing her data. Two

of the questions were rank order, one of them was Lickert-scale and the other one was tick selection from a list.

Procedures

To apply the questionnaire to ENG 101 students, the researcher first determined the departments that she preferred to use in this study. She chose EE from the Engineering Faculty and MED from the Faculty of Education since she was familiar with the type of students as she had taught classes from these departments previously. The Department of Economics was chosen since the researcher knew graduates of this department. Architecture was chosen randomly from the three departments in its faculty. Then two classes in each department were chosen from those available. Before distributing the questionnaire to all classes that were selected, the researcher piloted it on a group of students from the Economics department, but used a different section from the one that she planned to do in the actual study. Out of 20 questionnaires, 12 of them were returned. The piloting was successful. The questionnaire took about 10 to 15 minutes in each class. Then she gave the questionnaires to instructors to distribute.

To contact METU graduates, the researcher first used personal contacts who knew people with the specified qualifications or who themselves had those qualifications. To interview these people, she went to their offices or institutions. Her interviews lasted about half an hour with each person.

Since a questionnaire had already been given to department teachers in 1998, the researcher requested a copy and the results of the questionnaire from the head of the Department of Modern Languages. Since this data had already been collected

and was not used in another study, the researcher decided to use it in her study instead of designing a similar one for the second time.

Data Analysis

The data that were collected from student questionnaires were calculated both as a whole and by department. Biographical information in Part 1 is presented by frequencies and percents. The means and standard deviations for each statement concerning course components in the second part of the student questionnaire were calculated and then interpreted. The items that appeared in the rank order questions in Part 3 were calculated and interpreted in the same way. Content course teachers' answers to the four selected questions were given in raw frequencies and percentages. Then they were interpreted. Finally, the interviews with graduates were first transcribed and categorized under three headings. The relation between the responses of the three groups of subjects were also presented. The results are described in detail in the next chapter.

CHAPTER 4: DATA ANALYSIS

Introduction

In order to improve the quality of ENG 101 offered by the Department of Modern Languages at the Middle East Technical University, it is important to identify the present and future needs of the freshman students. In the past years some informal, small-scale needs assessment studies were carried out by the department instructors. They prepared the syllabus according to student needs revealed in the previous studies. Nevertheless, the identified needs did not represent a great portion of what learners actually needed. Even though some of the current needs of students were fulfilled, how they could make use of this course in the future was not considered in depth, nor was the possibility that students in different programs may have different needs considered. Therefore, it is first necessary to analyze what English freshman students need at the present time and to consider their needs specifically in conjunction with their course of study. Next, it is important to consider what they may need after they graduate in planning course content. Assessing these thoroughly will lead to a higher quality ENG 101 from which students will increasingly benefit.

In this study, the needs of METU freshman students in terms of English for their coursework were investigated. In addition, the English language needs of METU graduates were also investigated. Department instructors' opinions about immediate needs for success at METU were also used as an additional source of data.

Three steps were followed to collect data for this study. First, questionnaires were distributed to students who had taken ENG 101 during the first semester in the 1998-1999 academic year. Second, interviews were held with METU graduates.

The final step analyzed the results of the questionnaire, which had already been given by the Department of Modern Languages to faculty instructors in the spring of 1998.

This study explored the actual needs of freshman English students by analyzing their current needs and situations and also by considering their projected needs after graduation. The research questions were designed to reveal these two needs. They intend to find out whether the content of ENG 101 matches students' present needs both inside and outside the classroom. Moreover, they question whether this course serves these students well for their future careers.

In respect to these, the results of the questionnaires and interviews will be presented in this chapter. The format and the results of the questionnaires and interviews will first be mentioned generally. Then the results will be thoroughly analyzed.

Questionnaire and Interview Description

Student Questionnaires

The student questionnaire was answered completely by 81 English freshman students who took ENG 101. It consisted of three parts.

In Part I, biographical information about the participants was asked. Their age, sex, kind of high school they graduated from and whether they studied at the preparatory school at the university were covered in this section. The frequency was taken for each question. Percentage is also offered for the last two questions.

In Part II, there were 16 Lickert-scale statements where students' opinions about ENG 101 were asked. The students had to choose the most suitable item for each statement, which ranged from strongly agree (1) to strongly disagree (4). The

information gathered in this part was mainly on the reading, writing, speaking, listening and grammar components of the course. A quantitative analysis was done for the Lickert-scale questions here. The mean and standard deviation were calculated for each question and each item was analyzed separately. The results are calculated for each of the four departments and totally. Each statement included strongly agree (4), agree (3), disagree (2), and strongly disagree (1) items that students had to choose. The numbers in parentheses show the weight of each item in the calculation process. The researcher determined the number of students who chose each item and multiplied it by its weight. Then she divided it by the number of students and found the weighted mean.

In part III, there were two rank order questions. The first question was about the course components- reading, writing, listening, speaking, grammar, and vocabulary- that students thought were most important and required a rank ordering from 1 to 6. The second question included four items to be ranked and asked which language skills, including reading, writing, speaking, and listening, they would need more after graduation. For this part, the frequency and the weighted mean were calculated in order to analyze the data. The weighted mean was calculated following the same process as in Part 2. For instance, students ranked items from the most important (1) to the most unimportant (6) for the first question in this part. The researcher multiplied the number of students who chose each skill by the weight assigned to the skill. Then she divided the product by the total number of students and found the weighted mean.

Interviews with Graduates

Interviews were held with eight METU graduates. Six questions were asked them, which included the following: the features of their present jobs, how and where they use English, which language skills they make the most use of, whether they need to read in English, whether they benefited from ENG 101, and what they would recommend for the improvement of the freshman reading course. The interviews were transcribed and categorized.

Teacher Questionnaires

The questionnaire that had been distributed to content-course teachers in the spring of 1998 was used in this study. Only four of the 18 questions on reading were analyzed since they were the relevant questions to this study. The question numbers that were used in the study were 2, 7, 8, and 9. As the questionnaire was not given to the Department of Mathematics Education, the responses of the instructors of the three other department teachers were reported below with the percentage for each answer.

Results

Analysis of Student Questionnaire

One hundred questionnaires were given to ENG 101 teachers to be handed out to their English freshman students. Eight-three of them were returned, two of them being incomplete. The analysis was done based on the responses of 81. The questionnaire comprised three parts and each part was analyzed separately. The detailed analysis is given below.

Analysis of Part I. Questions in Part I intended to get general background information on students. The age range of students was between 17 and 22. The number of male students was 33 and female students 48.

The type of high schools students graduated from can be seen in Table 1.

Table 1

Type of high school students graduated from (N=81)

Type of high school	No. of students	Percentage (%)
Anatolian high schools	26	32.09
Computer school	1	1.23
Private schools	7	8.64
Science schools	13	16.04
State schools	22	27.16
Super lycee	4	4.93
Teacher Training Schools	5	6.17
Vocational schools	3	3.70

Anatolian high schools, science schools, private schools and super lycees are foreign language-medium. The first two are public schools, for which students have to take a country wide exam and get a high grade to study at these schools. They both have reputation for educating students successfully in a foreign language, but they differ in that science schools are more involved with science and technology education. Private schools also have foreign language-medium education. Their education is similar to that of Anatolian high schools, but they require high tuition. State schools do not pay special attention to foreign language teaching and classes

are held in Turkish. Super lycees have appeared in the last few years. Their students have to have higher graduation cumulative from the elementary school. They have begun to be competitive with Anatolian High Schools. Teacher-training schools and vocational schools are not English-medium. They are similar to state schools, yet the former aims to train teachers and the latter focus on various professions.

Table 1 shows that most students who participated in this questionnaire graduated from English-medium schools. What type of school students graduated from plays a role in determining their language needs since not all high schools give the same amount of English education as mentioned above.

The last question in Part I of the questionnaire was whether the students had studied at the preparatory school at the university or not, the results of which are shown in Table 2.

Table 2

Whether students attended the prep school or not (N=81)

<u>Attended the prep school</u>	<u>No. of students</u>	<u>Percentage (%)</u>
Yes	52	64.19
No	29	35.81

Table 2 shows that the majority of students in this study attended the preparatory school, which is another indicator of language abilities. There are three levels in the preparatory school that prepare students for their first year English-medium classes. These three levels range from beginning to advanced and aim to bring all students to the same level of English by the end of the year. Students study all language skills during this one year. Therefore, students who study certain skills

at the preparatory school and students who encounter the study of these skills for the first time when they immediately start taking English classes in their first years, may have different opinions about what they need in their English freshman classes.

Table 3 is a more detailed illustration of student distribution of high school and preparatory school backgrounds by department.

Table 3

High School and Preparatory School Background (N=81)

Items	Arch		Econ		EE		MED	
	F	%	F	%	F	%	F	%
Attended English-medium school	15	75	11	55	18	78.26	6	33.3
Attended non-English-medium school	5	25	9	45	5	21.73	12	66.6
Attended Preparatory school	11	55	15	75	13	56.5	13	72.2
Attended Freshman Immediately	9	45	5	25	10	43.7	5	27.7

Analysis of Part II In Part II, 16 questions were asked to find out what opinion students held about their studies in ENG 101. A Lickert-type scale was used with 'strongly agree', 'agree', 'disagree', and 'strongly disagree' choices. The statements about each course component were analyzed in terms of general use, contribution to content courses and use in daily life.

The items will be analyzed in the following section with the means and standard deviations for each question and their interpretations. The results will be presented as overall results and results for each department. A mean of 2.5 was viewed as the dividing line for agreement or disagreement with a statement in analyzing the data. Means over 2.5 indicate agreement, and below 2.5 indicate disagreement.

The first four statements intended to get information on the reading skills that were taught in the course. The questions checked to see whether students learned useful reading skills (S1), liked the topics of reading texts (S2), and whether they could use these skills in their content courses (S3) and in their daily lives (S4). Table 4 shows the responses of students to these statements.

Table 4

Reading skills (N=81)

<u>Statement</u>	<u>Arch</u>		<u>Econ</u>		<u>EE</u>		<u>MED</u>		<u>Overall</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
Reading skills useful in general	1.85	1.29	2.45	1.11	2.68	1.15	2.50	1.11	2.33	1.13
Texts Interesting	1.95	1.24	2.50	1.11	2.41	1.11	2.50	1.11	2.25	1.14
Useful in content courses	2	1.22	2.95	1.08	2.13	1.17	2.50	1.11	2.20	1.16
Useful in daily life	2	1.22	2.30	1.13	2.30	1.13	2.27	1.14	2.18	1.16

Note: 4- strongly agree 3- agree 2-disagree 1-strongly disagree

When the overall results are observed, it is seen that students in general are not content with the reading skill studies that they learned in ENG 101. For all questions the overall means are below 2.5. When it comes to departmental results, Architecture students obviously view reading as a non-beneficial course component with their means for all four questions being 2 or below and also lower than those of other three departments. EE and MED students see it as a useful component, but the former still do not agree that they benefited from this in either their content courses or their daily lives. Although MED students considered studying reading skills useful for their content course studies, their mean was not as high as that of the Economics students, who gave the highest mean to this question. It indicates that since these students frequently deal with reading in their department courses, they see this component of ENG 101 relevant to their studies.

The next four statements were on vocabulary studies. They covered whether students learned many useful words (S5), whether they still remembered them (S6), and could use them in their content courses (S7) and daily lives (S8). The results can be seen in Table 5.

Table 5

Vocabulary studies(N=81)

<u>Statement</u>	<u>Arch</u>		<u>Econ</u>		<u>EE</u>		<u>MED</u>		<u>Overall</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
Learned useful words	2.40	1.12	2.55	1.11	2.56	1.12	2.61	1.12	2.54	1.12
Still remember them	2.20	1.15	2.50	1.11	2.52	1.11	2.11	1.18	2.32	1.13
Useful in content courses	2.10	1.18	2.45	1.12	2.39	1.12	2	1.22	2.19	1.16
Useful in daily life	2.15	1.17	2.45	1.12	2.52	1.11	2.16	1.16	2.29	1.14
Note: 4- strongly agree 3- agree 2-disagree 1-strongly disagree										

Compared to statements on reading, students believe that they benefited more from vocabulary studies than they did from reading when overall means are considered. However, Architecture students still follow the same trend and do not agree that they learned useful words nor that they were useful in any other area. EE students' means indicate that they learned useful words in general but that they had not been useful in their content courses where they are involved with more technical vocabulary. MED students believe that the words were useful, but their means show that they could make use of them neither in content courses nor in daily life; however, they claim they do not remember the words. The overall results suggest that students think that the vocabulary they learned was useful although it did not help their coursework.

The next section consisted of statements on writing skills. The students had to agree or disagree on whether they learned useful writing skills in ENG 101 (S9),

and if they were useful in their content courses (S10) and daily lives (S11). Table 6 shows students' responses to these questions.

Table 6

Writing Skills (N=81)

<u>Statement</u>	<u>Arch</u>		<u>Econ</u>		<u>EE</u>		<u>MED</u>		<u>Overall</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
Learned useful writing skills	2.20	1.16	2.40	1.12	2.65	1.12	2.61	1.12	2.49	1.12
Useful in content courses	2.30	1.13	2.30	1.13	2.39	1.12	2.27	1.14	2.29	1.14
Useful in daily life	2.10	1.18	2.45	1.11	2.39	1.12	2.38	1.12	2.27	1.14

Note: 4- strongly agree 3- agree 2-disagree 1-strongly disagree

The overall means for writing skills in ENG 101 are below 2.5 which indicates students' disagreement with their being useful. Architecture students again have the lowest means for this part of the questionnaire. Economics students also do not agree on the usefulness of the writing skills they learned, yet their means are closer to agree. As in the vocabulary section, EE and MED students think that the skill was useful in general, but not in their courses or daily lives. Since both groups of students are not required to write in their department courses as they do in ENG 101, this skill may have been seen irrelevant to them and brought on this contrast in their responses.

The next two statements were concerned with speaking skills. Students were asked if they had the opportunity to improve their speaking skills in ENG 101 (S12) and whether they could use this skill in their daily lives (S13).

Table 7

Speaking Skills (N=81)

<u>Statement</u>	<u>Arch</u>		<u>Econ</u>		<u>EE</u>		<u>MED</u>		<u>Overall</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
Opportunity to improve speaking	1.80	1.31	2.25	1.14	2.21	1.15	1.94	1.24	2.06	1.20
Useful in daily life	1.85	1.29	2.35	1.13	2.30	1.13	2.16	1.16	2.17	1.16

Note: 4- strongly agree 3- agree 2-disagree 1-strongly disagree

The overall means for the speaking skills are the lowest in the questionnaire for questions on skills taught in ENG 101. English freshman students mainly disagree that they improved their speaking abilities. Architecture students' results imply that they did not gain anything in this skill area. MED students also have very low means for these questions. Although students from the other two departments also disagree, their means are slightly higher than the others.

The last three statements are somewhat different from the previous statements presented to the students. Students responded to statements which aimed to get information on what did not exist in ENG 101. S14 asks whether listening component should be added to this course and S15 checks to see whether the students have difficulty in understanding what they listen to.

Table 8

Listening Skills (N=81)

<u>Statement</u>	<u>Arch</u>		<u>Econ</u>		<u>EE</u>		<u>MED</u>		<u>Overall</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
Add listening	2.70	1.13	3.30	1.37	3.21	1.32	2.94	1.20	2.96	1.21
Difficulty in Understanding Instructors	2.10	1.18	1.90	1.26	1.78	1.54	2.38	1.12	2.01	1.24

Note: 4- strongly agree 3- agree 2-disagree 1-strongly disagree

The overall means in Table 7 reveal that students want to do more listening in ENG 101. They also state that they do not have a problem understanding their content-course teachers during lectures. It might be interesting to note that although Economics and EE students definitely disagree that they have difficulty in comprehending their instructors, they have the highest means for an extra listening component. Based on the researcher's previous teaching experience to EE students, they generally do not reject adding new teaching components to their classes.

Finally, S16 asks whether grammar should be focused on more in ENG 101, which is shown in Table 9.

Table 9

Grammar (N=81)

<u>Statement</u>	<u>Arch</u>		<u>Econ</u>		<u>EE</u>		<u>MED</u>		<u>Overall</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
More grammar	2.10	1.18	2.20	1.16	2.69	1.15	2.72	1.13	2.53	1.12
Note: 4- strongly agree 3- agree 2-disagree 1-strongly disagree										

Overall results suggest that students in general are in favor of being taught more grammar. However, across departments results are not consistent on this statement. Architecture and economics students do not want grammar in this class whereas EE and MED students do. When the background of MED students is analyzed, it appears that 12 (66.6 %) students out of 18 graduated from state schools where they did not learn English very well. For this reason, learning grammar makes them feel more comfortable in dealing with the language. On the other hand, 18 (78.26 %) EE students out of 23 graduated from English-medium schools yet they still want grammar. Their openness to new components as mentioned in the previous part of the questionnaire accounts for this.

The results of the second section of the questionnaire indicate important issues raised by the students. The negative attitude of Architecture students against ENG 101 is clearly observed in every part of the second section. Their means were consistently and remarkably lower than those of other three departments, which showed a dissatisfaction by the course. Interviewee 2 who is a graduate of Architecture Department claimed, "... it was not much different from a high school English course. Moreover, it was completely different from the lecture style that we

got used to in our department. It was boring.” (Appendix D, excerpt 2, lines 52-53) . Although the students in other departments disagreed with some statements, they were more positive overall.

The results of the questionnaire showed that students in different departments demanded different things in terms of English freshman class. Economics students mostly agreed that some skills, especially reading and vocabulary, were useful for their classes whereas other department students claimed that they were not, although they suggested the skills were useful in general. A graduate of Economics stated this as “ I never needed deep reading skills when I was studying at engineering, it is important to get the terminology there...However, it is not the same on the Economics side. There is too much reading there so more reading should be done.” (Appendix D, excerpt 3, lines 60-62...69-70). Another disagreement among departments is about the teaching of grammar for which Architecture and Economics students have lower means, indicating that they do not want grammar but EE and MED students state the opposite.

There are also items that all students mostly agree on, one of which is speaking. The means all show that students did not benefit from the teaching of this skill. A METU graduate architect also points to this issue mentioning other METU graduates by saying, “ ...although they know good amount of English, they have problems with speaking. Even the ones who know better English than I do speak as much as I do, so no one realizes that I do not know much English.” (Appendix D, excerpt 1, lines 103-106). Another agreed upon issue is that all students want listening to be included in the course syllabus.

Analysis of Part III In Part III of the questionnaire two rank order questions were asked. In the first question students were supposed to rank six items which they thought should be studied predominantly in ENG 101. The second question is another rank order question asking which four skills they will need more in their careers: reading, speaking, writing, or listening. The means and order of importance are indicated in the Tables 10, 11, 12, and 13.

Table 10

The components preferred most in ENG 101 (mean and standard deviation) (N=81)

<u>Item</u>	<u>Arch</u>		<u>Econ</u>		<u>EE</u>		<u>MED</u>		<u>Overall</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
Speaking	4.9	2.20	4.75	2.11	4.65	2.05	3.38	1.72	4.39	1.92
Reading	2.75	1.86	4	1.77	3.17	1.73	3.50	1.70	4.13	1.81
Writing	3.20	1.73	2.85	1.82	3.21	1.73	2.90	1.81	3.08	1.75
Vocabulary study	2.70	1.88	3.70	1.71	3.20	1.73	2.94	1.81	3.18	1.73
Listening	3.65	1.71	3	1.77	2.52	1.96	3.20	1.73	2.80	1.84
Grammar	2.80	1.84	2.60	1.93	3.34	1.71	3.61	1.71	3.09	1.75

Note: 6- most important ... 1- least important

Table 11

The components preferred most in ENG 101 (order of importance) (N=81)

<u>Item</u>	<u>Arch</u>	<u>Econ</u>	<u>EE</u>	<u>MED</u>	<u>Overall</u>
Speaking	1	1	1	3	1
Reading	5	2	5	2	2
Writing	3	5	3	6	5
Vocabulary Study	6	3	4	5	3
Listening	2	4	6	4	6
Grammar	4	6	2	1	4

Note: 6- most important ... 1- least important

Table 12

The components presumably needed after graduation

(means and standard deviation) (N=81)

<u>Item</u>	<u>Arch</u>		<u>Econ</u>		<u>EE</u>		<u>MED</u>		<u>Overall</u>	
	M	SD	M	SD	M	SD	M	SD	M	SD
Oral Communication	3	1.22	3.70	1.64	3.52	1.51	2.50	1.11	3.23	1.40
Listening	3.10	1.26	2.55	1.11	2.56	1.11	2.66	1.12	2.66	1.12
Reading a text, article...	2.10	1.18	2.05	1.34	2.39	1.12	3.05	1.24	2.35	1.12
Preparing a written document	1.80	1.31	1.75	1.34	1.69	1.37	1.55	1.46	1.74	1.34

Note: 6- most important ... 1- least important

Table 13

The components presumably needed after graduation (order of importance) (N=81)

<u>Item</u>	<u>Arch</u>	<u>Econ</u>	<u>EE</u>	<u>MED</u>	<u>Overall</u>
Oral communication	2	1	1	3	1
Listening	1	2	2	2	2
Reading a text, article...	3	3	3	1	3
Preparing a written document	4	4	4	4	4

Note: 6- most important ... 1- least important

Students ranked speaking first in both questions, which means they consider it the most important aspect of language both at present and in the future. However, their other choices about today and the future differ. Although they think listening is not that important for now, they ranked it second for their future needs. It might be interpreted in terms of their need to understand spontaneous speech in the future. Although they have to listen to their instructors today they have a chance to ask again or learn from other sources. They think that writing is important now, but they ranked it last for their future careers. The reason for this is that after graduation they assume they will generally need spoken language as they will be communicating with foreigners verbally.

Analysis of Interviews

The researcher interviewed eight METU graduates and asked them six scheduled questions. She posed further questions to interviewees when she thought more information was needed. Interviewees were selected from graduates of the four departments mentioned above. Seven of the graduates who were interviewed took

ENG 101, and one of them did not. Yet she still shared her opinions on how a freshman reading course should be by considering her own needs.

The interviewees' responses to questions on English language needs reflected the needs of other graduates as well, since most of the interviewees work at places where either many other people in the same profession work, or where a graduate of that particular department may end up.

This section will analyze the responses of the interviewees. First, it is necessary to look at what they need in terms of English. What they remember about ENG 101 and their suggestions for an improved syllabus for the freshman reading course in light of their language experiences will be analyzed as well.

Needed Skills

The language preferences and needs of the interviewees in terms of their profession vary and these needs based on statements in interviews are shown in Tables 14 and 15.

Table 14

<u>Language Skills Used at Profession (overall rank order) (N=8)</u>		
<u>Item</u>	<u>Order</u>	<u>Mean</u>
Reading	1	3.5
Writing	2	2.5
Speaking	3	2.1
Listening	4	1.8

Note: 1- most important ... 6- least important

Table 15

Language Skills Used at Profession, (order of importance for each department)(N=8)

<u>Department</u>	1	2	3	4
Architecture	speaking	reading	writing	listening
Architecture	reading	listening	writing	speaking
Economics	reading	listening	speaking	writing
Management	reading	writing	listening	speaking
EE	reading	writing	listening	speaking
EE	reading	writing	listening	speaking
MED	writing	speaking	reading	listening
MED	speaking	reading	writing	listening

Note: 1- most important ... 4- least important

Tables 14 and 15 reveal that reading is the most important skill although most of the interviewees state that they have to speak often, too. In particular, the two engineers and economists have to read a large amount concerning their profession.

Reading has the priority for sure, especially if you work at lower positions, well, what is expected from you is more research based.

(Appendix D, excerpt 4, lines 33-34)

Documents, business files, mails, faxes, and everything about the computer. I have to read continuously in English.

(Appendix D, excerpt 6, lines 18-19)

The second most needed skill is writing according to graduates. However, students claimed they would need it least in their careers. A math teacher stated that she had to use writing skills most since she uses English in the written form to

explain math terminology, but mostly explains math issues in Turkish. Moreover, tests are given in English. All other graduates claimed that they had to write in English and that most of the writing had to be formal.

It was interesting that although most interviewees suggested that speaking should be given priority in ENG 101, they ranked it third. One of the architects explained this as “METU graduates’ speaking abilities are limited, but in the general sense it is important to learn how to read and write as well because we are not educating tourist guides at METU. There is no logic behind educating people who can speak very well but cannot read or write.” (Appendix D, excerpt 1, lines 104...110-113). He and the two math teachers ranked speaking as first. Math teachers claimed that they had to speak considerably more since they were responsible for explaining things in classes and the same architect said “...my job is marketing and marketing means chatting.” (Appendix D, excerpt 1, line 32).

The skill ranked last was listening, although some interviewees did not want to separate the two skills, listening and speaking. “Speaking and listening go together. I mean, when the foreigners come over I both listen and speak.” (Appendix D, excerpt 5, lines 40-41).

When the overall results are analyzed, it is clearly seen that reading and writing are the most needed skills by the graduates who have different professions. None of them listed reading as fourth and only one of them put it third in order. The rest claimed that it was either the first or the second most important language skill they were using. This stands in contrast to current freshman students’ opinions revealed by the questionnaire. They thought reading was important at school, but that they would not need it much after graduation.

How ENG 101 Helped

Three of the interviewees who graduated from METU more than ten years ago did not remember the content of ENG 101 exactly. Another graduate did not take this course since she received a high grade at the proficiency test. Recent graduates on the other hand, mostly remember the course.

It was not much different from a high school class as far as I can remember. Moreover, it was completely different from the lecturing style that we got used to in Architecture...it was boring.

(Appendix D, Excerpt 2, lines 52-53)

It might not have much contribution in terms of reading, because we took many social courses except for the math course in the first year. social psychology etc., you learn reading there. I may not have learned much in this class...I am not sure, maybe it helped in guessing vocabulary or reading fast. (Appendix D, excerpt 4, lines 49-54)

He (referring to the content course instructor) enters the class and finishes one, two or three chapters and he will give a test on them. so they (ENG 101 and content courses) do not go at the same pace. ...reading and understanding a single paragraph does not seem logical to me. (Appendix D, excerpt 4, lines 65-67...lines 79-80)

English courses are considered as burden by students when content courses in Engineering are already that hard.

(Appendix D, excerpt 3, lines 70-71)

The comment of Interviewee 2, who is a graduate in Architecture, is in accordance with the negative feelings of Architecture students in the questionnaire. On the other hand, Economics students agree in the questionnaire that ENG 101 helped their content courses; however, Interviewee 4 does not share the same

feelings although he is not very sure of its exact contribution. Interviewee 3 brings up the issue that the consideration of ENG 101 as an ‘unnecessary obligatory course’ should be removed since most students in engineering see this course as an extra burden on them.

Suggestions for the Improvement of ENG 101

Interviewees’ suggestions for ENG 101 are more certain and detailed than what they remember about the course.

First of all, an important issue was brought up by an Architecture graduate who stated that students should be made aware of what they are doing in this course and how it can be useful to them. “...academic reading and writing in English to be used all through life...but you cannot realize it then. I don’t know how...how one can be made aware?” (Appendix D, excerpt 1, lines 47-50)

As for topics to be covered in ENG 101, graduates have different opinions.

Topics related to the subject area are learned anyway as they are studied.

It makes no sense to me if the EE terminology is repeated here.

(Appendix D, excerpt 5, lines 77-79)

If you mean technical topics for EE...no. We already study them much enough in the department. (Appendix D, excerpt 6, lines 46-47)

If an assignment is to be given, it can be something about Architecture.

Then the student can read it being more interested in the topic.

(Appendix D, excerpt 2, lines 57-59)

...I would prefer to read about ‘education’ as I was taking that course with the MED group... If relevant topics are covered both the English course would become more interesting and the students would feel more ready for their department courses. (Appendix D, excerpt 7,

lines 71-72... 75-78)

When the interviewees' statements are taken into consideration, EE graduates do not want to be involved in any more technical topics, whereas the others think that topics related to their majors would be more useful to them.

Another issue that most graduates focus on is the benefits of encouraging students to do research in ENG 101.

I don't remember exactly which course it was, either 101 or 102. We prepared a report, I never forget that. It was useful because you read something organized, then you both write and present.

(Appendix D, excerpt 4, lines 69-72)

...If only there are small-scale thesis studies, people prepare for them, feel the need to read while preparing and present them after reading it. If you can present something in English and answer questions on it in English, it will make things simpler. These are the situations that one can encounter even in the most unimportant job interviews. (Excerpt 3, lines 104-109)

...it is always useful to do research and read about things.

(Appendix D, excerpt 5, lines 59-60)

...there should be interesting topics. May be you have students do research on it. They go find and then present it in class.

(Appendix D, excerpt 6, lines 50-51)

... What is the aim of a university? Teach how to learn. English is an instrument to do it. He will read books and then write. I mean he will have an analytical brain to interpret them.

(Appendix D, excerpt 1, lines 113-116)

As seen in the excerpts above, graduates definitely believe in the use of doing small research for this course. They mostly mention reading and writing for this;

however, oral presentation is another point they mention the use of. Some interviewees, despite ranking reading the first or second, point out the importance of encouraging students to speak.

...even if people (referring to METU graduates) know good English they have trouble with speaking. I mean, the ones who know English more than I do can speak just as much as I do. So no one understands whether I know English or not. (Appendix D, excerpt 1, lines 103-106)

...if METU still has type of students like me, we were afraid of asking questions. I think speaking is a skill which should be taught well, by being encouraging or telling it is not that difficult, in particular to abolish the difficulty for people like me who felt ashamed of talking in front of private or science school graduates.

(Appendix D, excerpt 3, lines 79-85)

...a different viewpoint to English, because you lose it after some point as it is too technical (referring to content courses). But literature or speaking, these are more entertaining and useful. When you start working you will use it that way, I mean you will not talk about business all the time, you'll chat as well...You somehow cope with reading. (Appendix D, excerpt 5, lines 86-92)

These statements reveal the fact that not having done enough practice on speaking at METU led to the inefficiency of speaking ability, hence students do not think they had improved their speaking abilities, which is also a component of ENG 101.

When interviewees' statements on their language needs at professional level and suggestions for freshman English reading course are observed as a whole, it is seen that they do not match all the time. For instance, although they do not need

speaking as much as reading, they focus on the importance of teaching speaking skills even in a reading course.

It is also worth mentioning that engineering graduates would have preferred topics different from their content courses whereas other graduates wish they had been relevant.

Further interpretations on these issues will be made in Chapter 5.

Analysis of Content Teacher Questionnaires

The questionnaire distributed to most department teachers by the Department of Modern Languages in the Spring of 1998 includes a total of 18 questions on all language skills. The researcher used only the four questions on reading to gather data in her study since they were the ones relevant to the aim of the study. The researcher requested the results from the Head of the Department of Modern languages. The results were in raw data form and each department the researcher used in her study was grouped with a few other departments of the same faculty. The number of teachers and the number of responses given for questions do not always match since some questions require more than one answer and some questions were left unanswered by some teachers.

The first question the researcher used was a rank order question about the four major skills students need most in fulfilling the requirements of content courses. The number and percentage for department categories and overall results are given in Table 16.

Table 16

Language Skills Needed in Content Courses

Items	Arch/CP/ID (N=15)		Econ/PR (N=19)		EE/METE/CHE (N=25)	
	F	%	F	%	F	%
Listening	8	53.3	6	31.50	14	56
Speaking	3	20	4	21.05	6	24
Reading	2	13.3	7	36.84	5	20
Writing	2	13.3	2	10.52	0	0

The results seen in Table 15 match the statements of METU graduates and the results of student questionnaires. The reading skill is not needed much in the Faculty of Architecture (Arch/CP/ID) as stated by the department instructors. An Architecture graduate's words prove this. "We do projects in Architecture, we always design, do projects...". (Appendix D, excerpt 2, lines 36-37). This is an indicator of Architecture students' discontentment of the reading course as well.

On the other hand, Faculty of Administrative Sciences teachers (Econ/PR) indicate that there is a lot of reading in their courses. "I never needed profound reading in engineering... but it is the opposite on the Economics side, there is considerably more reading so it (referring to reading in ENG 101) should be more intensive" (Appendix D, excerpt 3, lines 60-61...lines 69-70). This statement also explains why Engineering instructors put reading in the third place.

The overall percentage suggests that listening is the most needed skill in content courses. However, this is the skill students claim they do not have much

difficulty with. Reading is second, speaking is third and writing is the least important skill, with a very low percentage.

The next question the researcher used in her study asked about the amount of reading that students are required to do in their content courses (textbooks or outside readings). Table 17 shows the results.

Table 17

Amount of Reading in Content Courses (N=53)

Items	Arch/CP/ID (N= 11)		Econ/PR (N=14)		EE/METE/CHE (N=26)	
	F	%	F	%	F	%
Quite a lot	3	27.27	9	64.2	14	53.84
Some	6	54.54	5	35.7	10	38.46
Very little	2	18.18	0	0	2	7.69
None at all	0	0	0	0	0	0

This follow-up question on reading for the previous one gives more details about teacher responses. Administrative Sciences teachers agree that they have their students read a lot. When Architecture and Engineering responses are compared it is seen that Engineering students have to read more than Architecture students.

The researcher used the next question for suggestions for ENG 101 syllabus considering content course needs. The question asks which of the specific reading skills their students need as part of the course. Teachers checked more than one answer for this question.

Results can be seen in Table 18.

Table 18

Specific Reading Skills Needed in Content Courses (N=53)

Items	Arch/CP/ID (N=25)		Econ/PR (N=32)		EE/METE/CHE (N=48)	
	F	%	F	%	F	%
Specific information	7	28	5	15.62	14	29.16
general information	6	24	1	3.12	7	14.58
Draw Conclusions	6	24	10	31.25	11	22.91
Understand Logical Relations	3	12	13	40.62	16	33.3
Understand Writer's Attitude	3	12	3	9.37	0	0

The Faculty of Architecture instructors have their students mostly read for specific information. Engineering instructors also consider reading for specific information and understanding logical relations important. Administrative Sciences instructors give importance to understanding logical relations and drawing conclusions.

All these reading skills are taught in ENG 101. However, it is obvious that different departments give priority to different reading skills considering their case.

The last question analyzes the factors that cause students problems in comprehending written texts. Although it is a rank order question, some instructors left out some items. The results can be seen in Table 19.

Table 19

Factors Causing Problems in Comprehending Written Texts (N=53)

Items	Arch/CP/ID (N= 13)		Econ/PR (N=12)		EE/METE/CHE (N=21)	
	F	%	F	%	F	%
complex grammar structure	3	23.07	3	25	2	9.52
vocabulary	9	69.23	5	41.66	11	52.38
concepts in material	0	0	3	25	6	28.57
method of organization	1	7.69	1	8.33	2	9.52

All three faculty results show that vocabulary causes the biggest problem in understanding the written texts. According to Administrative Sciences and Architecture teachers, complex grammatical structure is the second problem whereas Engineering instructors' results reveal concepts in the material cause problems.

The responses of METU freshman students, METU graduates and content course teachers indicate that there are different demands varying according to department and that there are some overall expectations as well. Chapter 5 discusses the results of these responses.

CHAPTER V: CONCLUSION

Introduction

In this research study the needs of METU freshman reading students were investigated. This chapter will tackle the summary of results, discussion of the findings, general conclusions and limitations to the study.

Summary of the Study

This research study was designed to determine the needs of freshman English reading course students and provide suggestions for the improvement of the ENG 101 syllabus in terms of student needs according to the results. The relevant literature on needs analysis and reading is reviewed. The study involved three categories of participants: current students who had taken ENG 101, METU graduates and content-course teachers.

A questionnaire was distributed to METU students, 81 of which were answered. The questionnaire consisted three sections. The first section aimed to get background information on students. The second section comprised 16 Lickert-type statements asking students' ideas about the components of ENG 101. The third section had two rank order questions asking the most important components of English in terms of language skills both before and after graduation. The mean and standard deviation for each question in section 2 were taken. The answers to rank order questions were shown from the most to least important items by taking the weighted means and standard deviation for each of them.

In addition to student questionnaires, eight METU graduates who had different professions were interviewed. Seven questions were asked to each of them to get their opinion on what is needed in terms of English after graduation and how

this information may contribute to the improvement of ENG 101 syllabus. Their answers were first audio-recorded and then coded.

Finally, a questionnaire that was distributed to content-course teachers in the spring of 1998 was used to get information on their opinions about freshman students' English needs in content courses. Their responses were shown by frequency and percentage.

Discussion of the Findings

This part discusses the findings of the study referring to each of the research questions outlined in Chapter I.

What do freshman students at METU need in an English reading class from the perspective of METU students?

Eight-one freshman English students who took ENG 101 answered the questionnaire. The overall means for the Lickert-scale type statements were generally around the midpoint which was 2.5. However, department means varied remarkably. Architecture students had a negative attitude towards ENG 101 and their means were much lower than those of other departments. Their means and the interviews with Architecture graduates mentioned in Chapter 4 indicate that Architecture Department has a different type of lectures based on designing. They also do not have much reading in their content courses, as mentioned by their instructors. Therefore, the type and content of the course is not what the students expect and thus it bores them.

Although EE is another technical department that only requires technical reading, its students are more positive about ENG 101. Considering the statements of graduates and results of the questionnaires by instructors, students can understand

technical topics easily if they know the relevant vocabulary without referring much to the grammar of the language. EE students have some low means for certain statements on language skills, such as speaking, from which they think they did not benefit at all. For other language skills, such as reading and writing, they thought the skills were useful in general but that they neither made use of them in daily life nor in content courses. It reveals that EE students believe in the use of studying these skills in English; however, they cannot connect them to their real-life activities. MED students also have a similar attitude although the content of their courses is much different from EE courses.

Economics students, who do a lot of reading in their departments, are not as discontented as Architecture students, either. Their means show that they benefited at least from the reading component of ENG 101. The relationship between the aim of ENG 101 and the content of their courses explains this. As graduates put forth, Economics students need to do a lot of reading in their courses. Since they think that the content of ENG 101 is relevant to their content course studies, they are very positive about the reading component.

When each component of ENG 101 mentioned in the questionnaire is analyzed, the students' overall means indicate that they mostly disagree that they benefited from studying reading skills. Architecture students completely disagree that studying reading helped them. This shows that they do not want any reading as they do not have it in their department. On the other hand, Economics students definitely agree that studying reading skills helped them in their content courses and it becomes obvious that they need guidance in reading to keep up with their classes in their content courses. Other departments' means are close to the midpoint.

Students in all departments generally agree that they learned useful vocabulary. Despite this agreement, EE students' means indicate that these words were not useful in their content courses since what they need in their classes is technical words which do not appear in ENG 101. However, they still remember the words they learned in this course. MED students' means were surprising since they agreed that they learned useful words but they did not remember them and thus they were not useful either in content courses or in daily life. Economics students had average means and Architecture students were negative, as in the other parts of the questionnaire.

The overall results for writing show that students did not agree that they learned useful writing skills. They also could not make use of what they learned about this skill in their content courses.

The results for speaking skill statements are surprising since both overall and departmental means were very low indicating the inefficiency of the teaching of this skill. When rank order questions in the third section of the questionnaire are considered, students see this skill very important and they think they did not benefit in ENG 101.

The overall mean for teaching more grammar in ENG 101 is 'agree'. However, Architecture and Economics students do not want it at all whereas EE and MED students definitely want an extra grammar component in ENG 101. The result is understandable for MED students, most of whom graduated from non-English-medium schools where English grammar is not perfectly taught. On the other hand, EE students' demand for more grammar needs further explanation. Almost all EE students in this survey graduated from English-medium schools and do not require

many grammatical structures to understand content reading as stated by their instructors (see Chapter 4, Table 19). Based on her experience with EE students, the researcher claims that these students are simply more willing to having extra components in the course.

The same can be observed for the listening skill. EE students have the highest mean indicating that they can understand their content instructors; however, they do not disagree with having a listening component in ENG 101 (see Chapter 4, Table 7). Other departments are also positive for having more listening skills although they all claim that they can understand the English their instructors speak. It indicates that students' main aim is to understand general English spoken by the native speakers.

When students were asked to rank order language skills both for content courses and future careers in section 3 of the questionnaire, speaking appears to be the most needed skill. Students think that what they need for their content courses is also reading and writing. On the other hand, they do not think that they will need these skills much in their professions after graduation as opposed to what graduates claim.

What do freshman students at METU need in an English reading class from the perspective of METU graduates?

The researcher interviewed eight METU graduates who worked at different companies or institutions. The interviewees graduated from the Departments of Architecture, Economics, EE, Management and MED. The researcher analyzed their responses in terms of what English language needs they have in their careers, how

they rank order the language skills they need, how ENG 101 helped them and what they recommend for the improvement of this course.

The results indicate that graduates need the reading skill most. However, they also point out the importance of speaking. When freshman students' responses to the questionnaire are considered, what they thought they would need more in the future does not match what the graduates say. Students ignore the importance of reading for their future careers and think they need it only at school. Yet where graduates and students agree is that speaking is definitely important. Although not the most needed skill, speaking is a skill that requires special attention according to graduates since there are ways to improve the reading skill but there is not much opportunity to do it for speaking. That is what the students are worried about as well.

The graduates believe that students definitely need to do research in this course. This research should cover mostly reading, then writing and finally presentation. They suggest that this should be encouraged by instructors since students will benefit more from these small research studies. This, according to graduates, would make the course more meaningful and useful and prepare them for any kind of research, interviews or presentations in the future.

One of the most important issues that interviewees mentioned was the different needs of different departments. Almost all interviewees, except for the two engineers, mentioned the use of studying relevant topics in ENG 101, hence feeling more interested in the course and at the same time becoming more successful in content courses.

However, EE graduates claimed there was no need for dealing with further technical issues in such a course. They stated that more different topics would be more logical in this course and that they were already tired of studying so many technical topics. Although indirectly, EE students' responses to the questionnaire were also indicating this point. When they were asked whether vocabulary skills were useful they stated that they were, yet they were of no use for their content courses.

However, the situation was not the same for Architecture students. If the responses were 'disagree' for content courses, the overall response was also 'disagree'. The recent Architecture graduate also mentioned this fact and suggested to give more architecture-related topics to interest students. Therefore, the responses of the graduates revealed that different departments required different needs in terms of language skills and topics to be covered in ENG 101.

What do freshman students at METU need in an English reading class from the perspective of content instructors?

Four questions in the questionnaire that was distributed to content instructors were used in this study to gather data about students' departmental course needs. The responses of instructors from only three of the relevant departments appear in this section of the study. MED instructors did not take part in the questionnaire.

According to content instructors what their students need most is listening. Only Administrative Science instructors indicated that their students needed reading most. This result matches what the graduates of this faculty stated and how the Economics students responded to reading questions. Listening, on the other hand, was not commented on much by the interviewees, as they thought they did not have

much difficulty with it and students gave the same reaction as well. This leads to the conclusion that students do not have much difficulty in understanding lectures or talks about their subject area. However, their wish to have an extra listening component shows that they want to listen to people talking about something other than their subject area.

As expected, Administrative Sciences instructors had the highest percentage in response to the question which asked the amount of reading their students do. However, Engineering teachers' means also point to a high degree of reading. The lowest means are given by the Architecture instructors, who do not require much reading in their classes, as was also stated previously in this chapter.

Another question asked what kind of reading their students needed to do most. Engineering instructors' means showed that EE students had to read to understand logical relations and get specific information mostly. Economics students had to read to understand logical relations as well, yet with an even higher percentage. For Economics students, the second specific reading need is being able to draw conclusions. On the other hand, Architecture students need firstly to get specific information, then general information and draw conclusions.

Most of the instructors indicated that vocabulary caused problems in understanding written texts. However, some graduates mentioned that terminology is learned within the department courses in time. EE graduates as well indicated the irrelevance of repeating the terminology from their content courses in an English course. Complex grammar structure is also mentioned by instructors as a problem yet the percentage is not that high. On the other hand, freshman students are

assumed to know the grammar of the language at least at a desirable level before starting to study their first year courses in English.

What is the match between the reading needs stated by students and the real-life needs seen by METU graduates?

Students' opinions on language needs after graduation do not exactly match graduates' opinions. Students consider speaking as the most needed skill for their future professions. It is not the same for graduates, however. They ranked speaking the third most important skill and reading the first. However, they mentioned the importance of teaching speaking as well.

Students do not seem to be taking reading seriously after graduation. On the other hand, graduates state it is the most used language skill in their jobs. Yet they still focus more on the teaching of the speaking skill rather than reading although it is very often used. The general sense among graduates for this issue is that being fluent in speaking is more difficult than learning how to cope with reading. Students and graduates opinions match in this sense.

The same can be said for writing, which graduates stated is very important as well. However, students think they will need it very little or not at all after graduation. Listening is ranked as the second important skill by students but as the last one by graduates.

It can be concluded that students consider their current language needs very important and they are conscious of them. However, they may not see the needs in the future very realistically.

To what extent does the current ENG 101 syllabus reflect these needs?

The current ENG 101 syllabus aims to employ most of the language skills although it is mainly a reading course where the reading skills are improved. Writing as a preparation for ENG 102 is also taught. The third skill to be taught is speaking, but it is very limited. Listening is taught indirectly through having students listen to the instructor.

Looking at students' answers, graduates' statements and needs stated by department teachers, it first becomes obvious that students in different departments have different needs and expectations from this course. Therefore, it is not possible that a unified syllabus can meet all these demands.

Architecture students are very discontented with ENG 101 when their questionnaire results are analyzed. The reason for this is the difference between their departmental courses and ENG 101. Therefore, the course syllabus does not reflect their needs.

Economics students are content with the reading skill since it is the dominant skill they use in their departments. Graduates also claim that an intensive reading program should be employed for this reason. For this department, the ENG 101 syllabus reflects their needs to a great extent.

EE graduates suggest different and interesting topics be covered and students of this department agree to having extra listening and grammar components. In general, they are more positive about the course which shows that the syllabus reflects their needs at least to an extent.

One of the MED graduates claimed he would have preferred content related topics. MED students' means also show that they are not content with the relevance

of what they learned to their content courses. In this case, the syllabus is not intended to serve the needs of different departments and therefore does not reflect all their needs.

General Conclusions

The results clearly show that students have further expectations from ENG 101 varying by department and graduates' and content-course instructors' responses verify them. Depending on these results and considering the views in the Review of Literature, some suggestions for the improvement of ENG 101 syllabus are given below.

1. Different topics could be provided for each faculty based on their needs, not necessarily related with their content courses.
2. Different reading skills according to the departmental needs of faculties in respect to content-course teachers' responses, such as finding specific information, understanding the general topic, or understanding the writer's attitude, could be focused on.
3. Grammar should be presented according to the needs of each faculty, not necessarily as a separate component.
4. Speaking should be encouraged more, through oral presentations and active participation.
5. The syllabus should encourage students do more research: outside readings, writing reports and in-class presentations should be assigned.

As Smith (1991) indicated, the identification of learner needs led to a more reliable and efficient suggestions as to what should be included in the freshman English reading class at METU. The expectation about the results of the study was

almost similar to what came out after the implementation of it. It was expected that students would have different needs according to the department they were studying at. However, the graduates' responses to reading as the most needed skill was expected as speaking.

Students' overall results suggested a discontentment of the course, but responses analyzed by department revealed different opinions and expectations for the course. Some of their responses coincide with the responses of METU graduates and content course teachers and some do not. However, Hutchinson and Waters (1987) claim that learners' views as to their needs may not always match with those of other "interested parties" and their statement turns out to be true for this study, as freshman students and graduates do not always share the same opinion for students' needs. Students in the first year of their studies may not make very consistent judgements about their needs, especially if they are future needs. If the graduates indicated the necessity of some language skills such as reading and writing, and if certain reading skills are needed in each department, it brings the researcher to the conclusion that reading should be the most dominant component of ENG 101. Although students may not always determine their needs appropriately, it does not mean that student expectations must be ignored since it is the students who are directly exposed to teaching and who do not favor some components of the course as this study points out.

One of the most striking points in this study was that students studying at different departments had different demands. The overall means showed that they were not very content with the choice of texts in this class, which again reveals the fact that they were not interested in them by department, which proved Snow's

(1991) suggestion that “ choice of content should revolve around consideration of students’ current proficiency levels, academic objectives, interests and needs” (p.326). Most graduates agreed with this idea, too, but two electrical engineers stated that they would prefer different topics than their subject area. McDonough and Shaw (1993) also do not agree that content-based topics are appropriate as Interviewee 5 (EE2) suggested the presentation of different interesting topics instead of content-based ones.

The findings of the study indicated that not every department demands to study more grammar. Two of the departments wanted more grammar whereas the other two completely disagreed to study it. Nuttall (1982) suggested that reading skills should be given priority rather than grammar studies in a reading course, with which most graduates’ opinions correlate. Interviewee 4 (Management graduate) indicated that a freshman student is supposed to know the grammar of the language since they had either studied it at high school or at the preparatory school at the university. He added that an intensive reading course would be more beneficial.

An architecture graduate (Interviewee 1) indicated that the aim of the university should be to teach how to learn. This was a statement which supported Shih’s (1992) ideas on reading, saying students should be made aware of their study strategies and become more successful in learning and employing the reading skills.

The results of the student questionnaires, graduate interviews, and content-course teacher questionnaires revealed the important needs of freshman English course students. The results showed that the content of the course should be revised according to students’ departmental needs. Another finding was that the topics covered in ENG 101 were not very interesting. Graduates suggested a more

research-based course, fostering especially reading, writing and speaking skills, although students also demanded an additional listening component. The results also pointed out that the amount of reading needed in Economics was more than the other departments included in the research. The Department of Architecture required less reading of its students.

Limitations of the Study

This study discusses only the content of ENG 101 and offers suggestions for the improvement of this course. It does not deal with instructional models for the course.

Students and graduates who were involved in this study were from four departments in four different faculties at METU. The research could have been extended to more departments to get more opinions on different departmental needs. However, due to time limitations only four of the departments were used to gather data.

Another limitation was the absence of MED instructors' responses to the teacher questionnaires because the questionnaire was distributed randomly only to some departments. A further limitation with the results of these questionnaires was that results were not given by department; therefore, they had to be presented by faculty.

Implications for Future Research

The results of the student questionnaires showed that the responses by department varied but the responses of Architecture students were substantially more negative than those of other departments. Since the scope of this survey was mainly aimed at finding general conclusions considering the opinions of students of different

departments, it did not deal with the specific reasons underlying this negative attitude in depth. A further study investigating the Architecture students' discontentment of ENG 101 would be beneficial.

Another further study can focus on the comments of the Department of Modern Languages instructors on the improvement of ENG 101 syllabus.

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APPENDIX A

Informed Consent Form

Dear Participant,

You are being asked to participate in a descriptive needs analysis study as a former graduate of METU. The aim of the study is to identify the current and future needs of METU freshman students. In order to identify these needs, the researcher will interview you and ask you questions on your current needs in English in your profession.

Your participation in the study will bring invaluable contributions to this needs analysis study. Any information given to the researcher will be kept confident and your name will not be released. This study involves no risk to you. You are free to withdraw from the study any time if you so wish.

I would like to thank you for your participation in advance.

Nil Zelal Akar
MA TEFL Program
Bilkent University
Ankara

I have read and understood the information given above. I know that I am free to withdraw from the study at any time. I hereby agree to participate in the study.

Name: _____

Signature: _____

Date: _____

APPENDIX B

QUESTIONNAIRE TO FRESHMAN STUDENTS

ENG 101 QUESTIONNAIRE

Dear students,

I am an MA TEFL student at Bilkent University. I am doing a research project on ENG 101. I am interested in your opinions about this course. Your responses will help me a great deal with my research. Your results will be kept confident. You do not have to give your name and no one will know your specific answers to these questions. I will be very grateful if you would take a few moments to complete the questions.

Thank you

Zelal Akar

PART I: Please answer the personal questions below.

Age: _____

Sex: _____

High school graduated from: _____

Did you attend the prep school at the university: Yes _____ No _____

PART II: Indicate how the statements below apply to you by marking whether you STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE with each statement. Put a check next to the appropriate item.

1. I learned many useful reading skills in ENG 101.
☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
2. The texts we studied in class were interesting.
☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
3. The reading skills I learned will be useful for in my content courses.
☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
4. The reading skills I learned will be useful in my daily life.
☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
5. I learned a lot of useful vocabulary in ENG 101.
☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
6. I still remember most of the words that I learned.
☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
7. The words I learned will be useful in my content courses.

- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
8. The words I learned are useful in my daily life.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
9. I learned many useful writing skills in ENG 101.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
10. The writing exercises we did in ENG 101 are useful for my content courses.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
11. The writing exercises are useful in my daily life.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
12. I had the opportunity to improve my speaking skills in ENG 101.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
13. ENG 101 was useful for me to be able to communicate orally in English in my daily life.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
14. Listening exercises should be added to ENG 101.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
15. I have difficulty understanding my teachers when they speak in English in my content courses.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree
16. Grammar should be focused on more in ENG 101.
- ☐ Strongly agree ☐ agree ☐ disagree ☐ strongly disagree

PART III

Which of the following should be focused on more in ENG 101? Rank them from 1 (most important) to 6 (least important).

- ☐ reading
☐ writing
☐ listening
☐ speaking
☐ grammar
☐ vocabulary study

Which of the following will you need more after you graduate? Rank them from 1 (most important) to 4 (least important).

- ☐ reading texts, articles..
☐ oral communication
☐ understanding what is being said
☐ producing a written document

ENG 101 ANKETİ

Sevgili arkadaşlar,

Bu anket şu anda üzerinde çalışmakta olduğum teze veri toplamak amacıyla uygulanmaktadır. Sonuçlar sadece bu amaçla kullanılacaktır ve cevaplarınız bende gizli kalacaktır. Anketi yanıtlarken kesinlikle isim belirtmek zorunda değilsiniz. Katkılarınızdan dolayı çok teşekkür ederim.

Zelal Akar

BÖLÜM I: Lütfen aşağıdaki soruları yanıtlayınız.

Yaş: _____

Cinsiyet: K _____ E _____

Mezun olduğunuz lise türü: _____

Üniversitede hazırlık okudunuz mu? Evet _____ Hayır _____

BÖLÜM II: Aşağıdaki cümlelerin size uyup uymadığını KESİNLİKLE KATILIYORUM, KATILIYORUM, KATILMIYORUM ve KESİNLİKLE KATILMIYORUM seçeneklerinin yanındaki boşluklara çarpı koyarak belirtiniz.

1. ENG 101 dersinde çok yararlı okuma teknikleri öğrendim.
 ____ kesinlikle katılıyorum ____ katılıyorum ____ katılmıyorum ____ hiç katılmıyorum
2. Derste okuduğumuz pasajlar ilgimi çekti.
 ____ kesinlikle katılıyorum ____ katılıyorum ____ katılmıyorum ____ hiç katılmıyorum
3. Okuma ile ilgili öğrendiklerim bölüm derslerinde yararlı oluyor.
 ____ kesinlikle katılıyorum ____ katılıyorum ____ katılmıyorum ____ hiç katılmıyorum
4. Okuma ile ilgili öğrendiklerim günlük hayatımda yararlı oluyor.
 ____ kesinlikle katılıyorum ____ katılıyorum ____ katılmıyorum ____ hiç katılmıyorum
5. ENG 101 dersinde bir çok gerekli İngilizce sözcük öğrendim.
 ____ kesinlikle katılıyorum ____ katılıyorum ____ katılmıyorum ____ hiç katılmıyorum
6. Öğrendiğim sözcüklerin bir çoğunu hala hatırlıyorum.
 ____ kesinlikle katılıyorum ____ katılıyorum ____ katılmıyorum ____ hiç katılmıyorum
7. Öğrendiğim sözcükler bölüm derslerinde yararlı oluyor.
 ____ kesinlikle katılıyorum ____ katılıyorum ____ katılmıyorum ____ hiç katılmıyorum

8. Öğrendiğim sözcükler günlük yaşamımda yararlı oluyor.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum
9. ENG 101 dersinde bir çok yararlı yazma teknikleri öğrendim.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum
10. ENG 101 dersinde yaptığımız yazma alıştırmaları bölüm derslerimde yararlı oluyor.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum
11. Yazma alıştırmalarının günlük yaşamımda yararını görüyorum.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum
12. ENG 101 dersinde İngilizce konuşma yeteneğimi yeterince geliştirme fırsatı buldum.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum
13. ENG 101 günlük yaşamımda İngilizce sözsel iletişim kurma açısından bana yardımcı oldu.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum
14. ENG 101 dersine dinleme egzersizleri de eklenmeli.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum
15. Bölüm derslerinde hocalarımı dinlerken anlamakta zorluk çekiyorum.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum
16. ENG 101 dersinde gramer daha çok işlenmeli.
 ___ kesinlikle katılıyorum ___ katılıyorum ___ katılmıyorum ___ hiç katılmıyorum

BÖLÜM III

1. ENG 101 dersinde aşağıdakilerden hangilerine öncelikle ağırlık verilmelidir? Lütfen önem sırasına göre- 1 (en önemli) 6 (en az önemli)- numaralandırın.

- ___ okuma
 ___ yazma
 ___ dinleme
 ___ konuşma
 ___ gramer
 ___ kelime çalışması

2. Sizce çalışma hayatınızda İngilizce açısından aşağıdakilerden hangilerine daha fazla ihtiyacınız olacaktır? Lütfen önem sırasına göre- 1 (en önemli) 4 (en az önemli)- numaralandırın.

- ___ Metin okuma
 ___ Sözsel olarak iletişim kurma
 ___ Dinlediğini anlayabilme
 ___ Yazılı belge hazırlama

APPENDIX C

INTERVIEW QUESTIONS

1. Can you tell about the features of your job?
2. How and where do you use english?
3. Which language skills do you need most?
4. Do you need to read in English for your job?
5. Did you benefit from ENG 101?
6. What are your suggestions for the improvement of ENG 101 syllabus?

APPENDIX D

INTERVIEW TRANSCRIPTIONS

SYMBOLS USED IN TRANSCRIPTIONS

1. : : A colon is used for one-second pause.
2. ... : Three dots mean the word or sentence is not finished.
3. [] : Brackets refer to overlapping speech

The researcher used the letter 'Z', the initial of her name, for her part of speech. She selected the letters randomly to refer to interviewees.

EXCERPT 1

1. Z: Üniversiteden ne zaman mezun oldunuz acaba?
2. W: Yaklaşık 15-16 yıl önce.
3. Z: İşiniz hakkında bilgi isteyeceğim.
4. W: Bu işimi 1995 yılında kurdum. İnşaat : ve dekorasyon işleri yapıyoruz. Bu
5. arada iki tane yabancı firma ile görüşüyoruz. Bunların da ürünlerini Türkiye'de
6. satmaya çalışıyoruz. Durumumuz bu.
7. Z: Bundan önceki işiniz neydi?
8. W: Bundan önce çerçvecilik yaptım. Sekiz sene. Arada gene inşaat ve
9. dekorasyon :: işleri yaptım ama onlar bu kadar kurumsallaşmış değil, daha kişisel
10. projelerdi.
11. Z: Yabancılarla iş yapıyor musunuz?
12. W: Evet, İngiliz ve Alman.
13. Z: Peki, İngilizce kullanmak durumunda kaldığınız yerler bir tek bunlar mı?
14. W: Yok, İngilizce'yi aslında ::: işle ilgili bir kere Rusya'da da projeler yaptık.
15. Eninde sonunda yaptığımız dekorasyon projelerinin bir kısmını yabancılarla

16. birlikte yapıyoruz :: yaptığımız zamanlar oldu. Mesela :: geçen yaz Almanlarla
17. birlikte çalışıp Cinemax'ı yaptık. Tepe'nin sinemalarını yaptık. Almanlar ..ıh..
18. orası uluslar arası bir sinemalar zinciri olduğu için – Alman kaynaklı galiba
19. Cinemax- projelerini getirdiler, biz de onlarla birlikte çalışıp onlara subcontract
20. yaptık. Onlarla birlikte çalışıp sinemaları yaptık. :: Kimdi onlar? Cinemax, tepe,
21. biz :: üçümüz. Dolayısıyla bütün toplantılar İngilizce'ydi ::: bir. :: İki, işte bu
22. yabancı partner'larımız var, onlarla görüşüyoruz, onlar buraya geliyorlar,
23. onlardan eğitim alıyoruz. Geçen yaz İngiltere'ye gittim, onlar kendi ürünleri ve
24. kendi firmaları hakkında bize tanıtımlarda bulunuyorlar, :: eğitimde
25. bulunuyorlar. Kullanılmasıyla ilgili ve satış teknikleriyle :: ilgili. Artık ben de
26. son iki yıldır firmama İngilizce bilenl... : bilmeyenleri almamaya çalışıyorum.
27. Z: Herkes biliyor İngilizce?
28. W: Herkes bilmiyor. Bilmeyenleri kursa gönderiyorum.
29. Z: Yabancılarla olan ilişkilerinizde en çok ihtiyacınız olan nedir? Yani yazma,
30. okuma, konuşma, dinleme : hangisi?
31. W: Konuşma. Çünkü bunlar daha : daha : sosyal şeyler, daha satış ağırlıklı
32. ilişkiler olduğu için : satışlarımız pazarlama, pazarlama da : gevezelik yani.
33. Z: Gevezelik, doğru. Telefonda falan da konuşuyorsunuz?
34. W: Evet.
35. Z: Peki, okumak durumunda kalabiliyor musunuz İngilizce? Veya okumak,
36. yazmak : örneğin mektup yazmak?
37. W: Tabi canım. Her türlü ilişki yani. Örneğin şu faksı İstanbul'dan birisi çekmiş.
38. İngilizce'ye çeviriyorum, Almanya'ya faksliyorum.
39. Z: Yani hem okuyup hem yazmak zorunda [kalıyorsunuz].
40. W: [Evet].
41. Z: Bunlar 'informal' mı genelde?
42. W: Hayır, örneğin bu çok ciddi bir mektup, büyük bir şirketten. Teknik bir şey
43. ama ::: bu konularda Almanya bize destek verdiği için, bu bizi geçen teknik
44. bilgiler hakkında biz de onlara danışıyoruz.
45. Z: Peki, sıraya koyarsak ilk önce konuşmak önemli, sonra...
46. W: Okumak ta önemli yazmak ta. Bunları ayırmak : yani : ayırmak zor geliyor.
47. Yazmak en az belki. Sıklık olarak bakarsak üç konuşuyorsak iki okuyoruz bir

48. yazıyoruz.
49. Z: Dinleme? Anlamakta problem var mı?
50. W: Anlamakta problem ::: benim için İngilizce ikinci dil, :: yani Almanları
51. anlamakta problem yok. Bir İngiliz partner'ımız var, o İrlandalı mıdır nedir, onu
52. hiç anlamıyorum. Hiç anlamıyorum yani. Almanla o çocuk konuşuyorlar :: gene
53. anlamıyorum. O Jamie'yi hiç anlamıyorum. Başka bir dil konuşuyormuş gibi
54. geliyor.
55. Z: İngiliz ve Amerikalıları ?
56. W: İngilizleri anlıyorum, Amerikalıları da anlıyorum. O Jamie çok şey : ama ::
57. çok özel bir örnek ama kendi ismimi söylediğinde bile anlamakta güçlük
58. çekiyorum.
59. Z: İngilizce'yi siz kendi kendinize mi geliştirdiniz? : Yani okuldan gelen bir
60. şeyler mi var :: yoksa bunları yapa yapa mı öğrendiniz?
61. W: Okul hayatım benim çok talihsiz geçti. Liseden beri İngilizcem hep
62. problemliydi. Lisede de hiç geçemezdim. Bu :: '80'den evvel : 1977-78'di galiba
63. :: Boykotlara denk geldi. Üç gün okul var, bir hafta yok. Okuldayken seyahate
64. bile gittim Almanya'ya :: anlayın yani. Üç ay gibi bir şey. :: O yüzden
65. İngilizcede gelmem gereken seviyeye gelemeden mezun oldum. Dolayısıyla
66. okuldan sonra geliştirdim. ::: Etraftan bile diyorlar ki senin İngilizcen bir iki
67. yıldır gelişti.
68. Z: Konuşa konuşa, iş yapa yapa?
69. W: Ders alıyorum. Hatta :: şimdi böyle biraz alıcam alıcam : önümüzdeki sene
70. İngiltere'ye falan da gideceğim. Birkaç ay.
71. Z: İş dışında İngilizce'ye ihtiyacınız oluyor mu?
72. W: Seyahatlerde belki : yurtdışına gidiyorum ::: yani çok sık fuarlara gidiyorum.
73. Tatillere gidiyorum.
74. Z: Öbür bildiğiniz tasarım işlerinde çalışanlarda sizin durumunuzda mı?
75. W: Bilmem ama mesela dün bir arkadaşla karşılaştım. O :: benim sınıf
76. arkadaşım. Onun ::: mobilya mağazası var. Pek ihtiyacı yoktur. Yani o yeni
77. evlenen çiftlere, mimarlara, mühendislere, üniversite mezunu Gaziosmanpaşa'da
78. oturan kişilere :: mobilya satıyor. Onun pek ihtiyacı olmayabilir, bilmiyorum
79. buradan öyle gözüküyor.

80. Z: Ama belki mobilya için başka yerlerle irtibat kuruyordur.
81. W: O hep burada yaptırıyor. Yani :: onun işi öyle. Ama bakıyorum ki öyle :
82. bilgisayarlar gelişti, Internet'ler gelişti. Dün çocuklar burada Internet'i açmışlar
83. Türk bir örgütün şeyini :: Türkçe yazmamışlar diye söyleniyorlardı. Autoget
84. kullanıyorlar : Autoget'te bir şey olmuş, onun çok sofistike kitabından ona
85. çözüm bulmak lazım veya Internet'ten onun sayfasından ::: ona çözüm bulmak
86. lazım. Çok sofistike bir problem :: yani çok sık rastlanmayan bir şey. Herkes
87. onun çözümünü bilmiyor : onda bile gerekiyor. Motorumuz var, motorun ::
88. tamircisi yok. Bunlar az bulunan :: yani tirajı düşük cihazlar olduğu için :
89. kendimiz yapmak durumundayız. Orada bile İngilizce gerekiyor. Yani en :: şey :
90. en ayrıntı bir iş dahi olsa...
91. Z: Peki bu konuda sizce okulda : ODTÜ'de yapılabilecek bir şey var mı? Okulda
92. öğrenilecek bu tür şeylerin faydası olacağına inanıyor musunuz?
93. W: Tabi canım. Okul niye var?
94. Z: Doğru ama örneğin 101'den faydalandığınızı düşünüyor musunuz?
95. W: Vallahi : çok eskide kaldığı için çok iyi hatırlamıyorum ama mutlaka her
96. şeyin zamanında öğrenilmesi lazım. Çünkü zamanında öğrenilmezse çok daha
97. pahalı : daha maliyetli oluyor. Onun için 101, 102 olsun. Belki hep olsun
98. İngilizce.
99. Z: Sizin alanınız değil ama yine de soracağım. Bu derslerde öncelik neye
100. verilmeli. Biz şu anda ENG 101'de academic reading üzerinde duruyoruz. Bir
101. mezun olarak baktığınızda nasıl bir program öğrenciye daha yararlı olur?
102. W: Şimdi ben arkadaşlarıma bakıyorum, ODTÜ mezunu arkadaşlarıma, yani
103. benim durumum çok specific olduğu için genelleme yapmak zor ama ::: her-
104. kes iyi İngilizce bilse bile konuşmakta sıkıntısı var. Yani benden iyi İngilizce
105. bilenler de benim kadar konuşuyor. Onun için benim İngilizce bilip
106. bilmediğim anlaşılmıyor, :: bu benim açımdan. Ama benim anladığım
107. ODTÜ'de günlük konuşmaya ilişkin bir : şeylik var, daha doğrusu
108. öğrendikleri İngilizce'yi kullanamadıkları için ..ıh.. konuşma şeyleri kıt
109. ..ıh.. konuşma kabiliyetleri sınırlı. Bu benim ODTÜ mezunlarında gördüğüm
110. genel bir şey. Mm.. ama :: genelde bakarsak aslında okuma ve yazmayı
111. öğrenmek önemli bir şey çünkü biz ..ıh.. Ortadoğu'da : yani teknik

112. üniversitede turist rehberi yetiştirmiyoruz ki, çok iyi konuşan ama okuyup
 113. yazamayan insanlar yetiştirmenin alemi yok. Sonunda üniversitenin amacı
 114. ne? Öğrenmeyi öğretmek. Öğrenmeyi öğretmek için de ::: İngilizce bir
 115. enstrüman. Kitap okuyacak ve yazacak : yani :: analitik kafası olacak ki,
 116. onları yorumlayacak. İster bunu İngilizce yapsın, ister Türkçe yapsın, ister
 117. çizim yaparak yorumlasın. Çizim de bir iletişim ::: dili olduğuna göre bu
 118. enstrümanları iyi kullanabilme becerisi olması lazım.
119. Z: Evet. Demek ki 101 dersi de bunun için bir araç.
120. W: E mutlaka. Bilmiyorum. biz arkadaşlar arasında konuşurken ::: 103
 121. dersinden çok faydalandığını söyleyenler olduğunu hatırlıyorum. Örneğin
 122. işletmeden mezun olup 2. Sınıfta aldığı 103 dersinde öğrendiklerini hala
 123. kullanıyorum diyenler var yani.
124. Z: Peki : söyleyeceğiniz başka bir şey var mı?
125. W: Mutlaka çok şey vardır, bu : eğitim konularında söylenecek şey bitmez.
 126. Ama şimdi bu kadar.
127. Z: Teşekkür ederim.

EXCERPT 2

1. Z: İşiniz nedir?
2. A: ODTÜ' de asistanım. Mimarlık bölümünde.
3. Z: Ne zaman mezun oldunuz ODTÜ mimarlıktan?
4. A: '97.
5. Z: Şu anda derslere giriyor musunuz?
6. A: Girmiyorum.
7. Z: İngilizce'ye hangi alanda ihtiyacınız oluyor? :: Nerede kullanmak
8. durumundasınız?
9. A: İngilizce'yi şu an :: ben de tez yazıyorum:: tezimde kullanıyorum ve
10. yurtdışıyla iletişimde kullanıyorum.
11. Z: Tezinizde kullanırken tabi okumak ve yazmak başta geliyor?
12. A: Okuma ve yazma. Evet.
13. Z: Yurtdışı ile ilgili bir şey demiştiniz?
14. A: Seneye Amerika'da eğitim görebilirim. Onun yazışmaları İngilizce oluyor.
15. Z: Peki : İngilizce konuşmak durumunda kalabiliyor musunuz?
16. A: Okulda mı?
17. Z: Hı hı. Yani okulda :: veya :: dışarıda da olabilir.
18. A: Olmuyor, hayır. Neredeyse hiç konuşmuyorum.
19. Z: Kendiniz açısından önem sırasına koyarsanız İngilizce okuma, yazma,
20. konuşma ve dinleme ::: nasıl sıralarsınız?
21. A: En çok kullandığım mı?
22. Z: En çok kullandığınız, en çok ihtiyacınız olan.
23. A: Öncelikle okuma:: sonra dinleme, hani şeyler oluyor, lecture'lar falan :::
24. yazma : işte az miktarda yazıyorum okuduğuma göre, sonra da konuşma, en
25. yapmadığım iş.
26. Z: ENG 101 dersini aldınız mı?
27. A: Hı hı.
28. Z: Hatırlıyor musunuz peki?
29. A: Dersin içeriğini mi?
30. Z: Evet. :: Yani ağırlıklı olarak academic reading dersi 101.

31. A: Hı hı. Öbürü de writing.
32. Z: Evet. 101'den yararlandığınızı düşünüyor musunuz?
33. A: Hayır, düşünmüyorum çünkü :: ya, ben kolej mezunuyum. Kolejden sonra
34. ders kolay gelmişti. Sonrasında :: yani :: üç dört sene mimarlıkta proje yapılıyor :
35. hiç okuma yazma, hiç İngilizce'yle bir ilişkimiz olmuyor. :: Dersler çoğalıyor,
36. okuyacak bir şeyiniz yok çünkü mimarlıkta okuma yoktur, hep tasarlarsınız, hep
37. proje yapılır. Onun için o kullanılır...::: yani ben onu kullanamadım ama master'da
38. öyle bir derse , özellikle academic writing dersine çok ihtiyaç var. Yani yazı
39. yazarken zorlanıyorum. Nasıl :: akademik olarak cümle kurulur şeklinde :: belki
40. birinci sınıf erken mi, bilemiyorum. O sırada onun farkına varamamıştım belki.
41. Öyle bir şey olabilir.
42. Z: Evet, birinci sınıfta öğrenciler tam bilinçli yaklaşamayabiliyor.
43. A: Veya belki bir seçmeli ders olabilir.
44. Z: Peki, sizce ENG 101 öğrencilere nasıl daha yararlı hale getirilebilir? Yani şu
45. anda gereksinimlerinizi görüyorsunuz ve daha bilinçli bakabilirsiniz. Neye ağırlık
46. verilebilir sizce o derste?
47. A: Yani ödev şeklinde değil de belki de :: işte :: hayatınız boyunca kullanılacak
48. bir şey olarak İngilizce akademik writing ve reading olarak :: hani araştırma
49. yapan bir insan hep kullanıyor bunları ama :: o anda bunun farkına
50. varmıyorsunuz işte. O nasıl olur ::: nasıl farkına vardırılabılır? Bilmiyorum.
51. Z: Belki de yine de siz farkında olmadan yararı olmuştur bu dersin.
52. A: Belki de. Ama lise dersinden farksızdı hatırladığım kadarıyla. Yani :: bir de
53. mimarlıkta hiç alıştığımız ders stiline benzemiyordu. :: Zevksizdi.
54. Z: O zaman sizce her fakülteye yönelik ayrı bir program uygulanabilir mi? Ne
55. bileyim :: konular, sözcükler ve saire. :: Öğrencinin gereksinimine göre ders
56. yönlendirilebilir mi?
57. A: Tabi, çok mantıklı. Ama şey :: verilen ödevde mesela şey :: fakülte ::
58. mimarlıkla ilgili bir şey olabilir. Mimarlık yazımı veya okumasıyla ilgili olabilir.
59. Böylece çocuk ta ilgiyle okuyabilir :: öğrenci. Daha ::: kendi konusuna yönelik te
60. İngilizce'yi kullanma açısından.
61. Z: Başka söylemek istediğiniz bir şey var mı?
62. A: Şey : konuşma yoktu değil mi o derste? Var[mıydı öyle...]

63. Z: [O derste] iki senedir falan konuşma var.
64. A: Öyle bir not alınmıyor değil mi?
65. Z: Çok ağırlıklı değil ama var. Olmalı mı?
66. A: Olmalı tabi canım. Olmalı. :: Bu kadar mı?
67. Z: Evet, teşekkür ederim.

EXCERPT 3

1. Z: Kaç yılında hangi bölümden mezun oldunuz?
2. Y: 1995'te ODTÜ İktisat'tan.
3. Z: Şu anda nasıl bir iş yapıyorsunuz?
4. Y: Dış Ticaret Müsteşarlığı'nda uzman yardımcısı olarak çalışıyorum.
5. Z: İşinizde İngilizce kullanıyor musunuz?
6. Y: İşimde İngilizce :: işte İngilizce bir rapor istendiğinde kullanılıyor, Internet
7. vasıtasıyla kullanılıyor, artı yurtdışı master için TOEFL almanız gerekiyor, ona
8. yönelik çalışmamız da lazım çok. İşte yurtdışı raporlardan faydalanma gereği
9. olduğunda kendi raporlarımıza yönelik :: o sırada yararlanmak gereği doğuyor.
10. Onun ötesinde işte :: toplantılar olursa uluslararası : Türkiye'de olsun,
11. yurtdışında olsun : işte o zaman hem konuşma hem dinleme anlamında kullanımı
12. gerekiyor tabi.
13. Z: Siz katılıyor musunuz toplantılara?
14. Y: Tabi, katılıyoruz.
15. Z: Ne kadar sıklıkla?
16. Y: :: Bu dairede çok fazla değil, yani ben geldiğimden beri bir kere gittim
17. yurtdışına : görevli olarak. Yurtiçinde İngilizce gerektiren iki toplantıya katıldım.
18. Yani bunlar çok düşük ama bizim seviyemizde olup bu toplantılara ayda bir
19. katılanlar var. Yani :: çünkü daireleri o alanla direk ilgili. Öyle bir toplantıya
20. katılıyorsa dokümanlarından tut belki konuşma sırasında gittikleri üst düzey
21. insana toplantı anında destek anlamında bile aktif olarak katılıyorlar. Yani bu
22. konuda çok daha aktif olan insanlar var. :: Bizim herhalde biraz daha gelecekte
23. daha fazla olabilir.
24. Z: Sizin kurumunuzda ekonomi mezunu çok var değil mi?
25. Y: Bizim girdiğimiz dönemde Uluslararası İlişkiler mezunlarına biraz ağırlık
26. verildiyse de İktisat'ı çok yoğun kullanan bir yer. Bu işin uluslararası ilişkiler
27. yönü de var çünkü bizim işimizde işte : ileride : ticaret müşavirliğinin olduğu
28. herhangi bir yerde dış ticaret müşaviri olarak üç yıl görev yapma : olayı var. Öyle
29. olduğu için de İngilizce şart. Hem giderken kriter :: hem de gittiğin ülkede o

30. görevi üstlenebilmek için, müşavirlik için gerekli.
31. Z: Siz sanırım çeviriler yapıyorsunuz. Biraz detay verebilir misiniz?
32. Y: Çeviri ::: yapıyoruz. Mesela yurtdışındaki kaynaklara mahkum (anlaşılmıyor)
33. : yani daha faydalı kaynaklardan yararlanma gereği olduğunda ister istemez :
34. yani dünyada ekonomiyi takip eden, özellikle dış ticaret üzerine ..ıh.. ne
35. yapıldığını gün be gün takip etme gereği olan kurumlar. Bu ne olabilir? IMF : işte
36. Dünya Ticaret Örgütü olabilir, Dünya Bankası olabilir, Avrupa Topluluğu'nun :::
37. organları olabilir, yani sürekli yaptığınız işle ilgili olduğunda raporları falan
38. çeviriyoruz. Bizim periyodiklerimizde de kullanılıyor. İşte dünya ekonomisinden
39. bahsetme gereği olduğunda veya Türkiye üzerinde :: son olayda Rusya-Asya
40. krizinin etkileri ve bunlar için de birincil kaynak İngilizce kaynaklar.
41. Z: Bu çalışma şartlarında en çok gereksinim duyduğunuz dil becerisi hangisi
42. peki? Konuşma, dinleme, okuma, yazma?
43. Y: Mmm.. Yani şu andaki işimin yapısına göre en önemlisi okuma-anlama gibi
44. geliyor. Tabi bunun yanında ::: işin toplantı boyutu : yani konuşma falana
45. geçtiğinde dinleme artı konuşma da bunların içine giriyor.
46. Z: Yani konuşma ve dinleme beraber mi gidiyor?
47. Y: Evet :: ama dinleme daha öncelikli. :: Zaten mantık olarak ta öyle olması
48. lazım yani konuşmak için dinlemek lazım.
49. Z: Peki yazma?
50. Y: Şey :: şu anda o tür bir konumda değiliz. Yazışma gerekliliği konusunda. Ama
51. gün olacak bunların hepsine zaruret olacak. Şimdi :: Türkçe yazdığımız raporlar
52. var, bunları İngilizce de yayımlıyoruz. Bunları İngilizce'ye çevirdiğimiz zaman,
53. işte, İngilizce yazma gereği doğuyor.
54. Z: Peki, ENG 101 almış mıydınız? Hatırlıyor musunuz?
55. Y: Aldım ::: ben şimdi '86 girişliyim aslında, Elektrik Mühendisliği'ne girmiştım
56. ilk başta. Elektrik'teyken aldım :: sonra Elektrik'i beceremeyince bırakıp şeye
57. geçtim : İktisat'a. Sonra İngilizcelerden muaf oldum. Ama 101 fazla gramer
58. olamayan reading ağırlıklı bir şeydi galiba.
59. Z: Evet, evet. O dersten, reading dersinden yararlanmış mıydınız?
60. Y: Reading yararlı :: şimdi mühendislik tarafında işin :: ben mühendislikte derin
61. okumalara hiçbir zaman ihtiyaç duymadım. Mühendislikte önemli olan

62. terminolojiyi kapmanızdır. Bu ilk altı ay veya bir yıl içerisinde olur. Onu
63. kaptıktan sonra üzerine çok fazla yapı veya kelime koymaksızın : yavaş yavaş :
64. dersleri götürürsünüz. Çünkü ilk başta aldığınız dersler fiziktir, matematiktir. ::
65. Fizik öyle bir şey işler ki içinde sizin okuyacağınız elektriği de, metalurjiyi de,
66. inşaatı da falanı da filanı da alır, kimyayı da alır. Onun dışında matematik
67. alırsınız, terminoloji orada da bellidir. Aşağı yukarı : bundan sonra :: bütün
68. terminolojiye hakim olursunuz ve 1'den sonra rahatlırsınız, İngilizce anlamında.
69. Ama :: İktisat tarafında öyle değil yani ..ıh.. orada daha fazla okuma var. Onun
70. için biraz daha yoğun olması iyi olur. Yani mühendislikte zaten asıl dersler o
71. kadar ağırken İngilizce genellikle öğrenciler arasında yük olarak görülür. Belki
72. alana yönelik :: o kolaylaştırır işi [yani...]
73. Z: [Çünkü İktisat'ta] hep okuma ağırlıklı dersler değil mi?
74. Y: Okuma, evet. İktisat ki en çok matematikle birleşik olanıdır İktisadi İdari
75. Bilimler'de. Mesela bir Uluslararası İlişkiler'de veya Kamu Yönetimi'nde falan
76. çok daha fazla okuma vardır. :: O yüzden oralarda okumaların çok fazla oluşu ::
77. bir de konuları çeşitlendiriyor : yani farklı konularda okuma yetisi kazandırılması
78. her halde en güzel tarafı olur :: çünkü insanlar o zorluğu çekiyorlar. Ama her
79. bölümde : alışılıyor belli bir süre sonra. Ha bir de konuşma olayı var :: ODTÜ
80. eğer hala benim tipimde bir öğrenci topluluğuna sahipse, biz ve bizim
81. dönemimizdeki bir çok insan soru sormaktan korkuyorduk. İşte yani :: konuşma
82. olayı biraz üzerine düşülebilecek bir olay :: sanırım belki biraz teşvik edici : o
83. kadar zor olmadığını :: özellikle ben tip resmi liselerden mezun olan insanların ::
84. kolej veya fen lisesi tipi mezunların yanında : o zorluğu daha derinden
85. yaşamasını engellemek amacıyla insanları alıştırmak gerekir : yani öbür türlü :
86. eğer hoca tarafı da Türkçe soru sormayı engelliyorsa : eğer hiç konuşamıyor :
87. sorularını eve götürüyor :: olay çok daha zorlaşıyor. Halbuki yani : her şey
88. okulda halledildiğinde çok daha kolay : yani özellikle bu mühendisliklerde çok
89. daha önemli. İktisat'ta, İdari Bilimler'de eve götürdüklerinizi kendiniz
90. halledebilirsiniz. Ama mühendislikte bir şey, üç şey eve götürüp biriktirdiğinizde
91. saatlerinizi, günlerinizi alır. Geri kalırsınız yani. Bu yüzden derslerde aktif
92. olunabilmesi için o korkuların atılabilmesi lazım. Hazırlıkta mesela sıfırdı, öyle
93. bir şey yoktu. Bunun dışında :: o laboratuvarlar nasıl öyle öğrenmeyi

94. kolaylaştırmak için yapıldıysa, o aletleri kullanırken bile insanlar korkar. Halbuki
95. öğrenmek içindir o aletler, yani kırılması bozulması doğru kullanıldığı sürece o
96. kadar önemli değildir. O rahatlık verilmiyor ODTÜ’de :: yani ::: insanlar o
97. zorluğu kendi başlarına aşmaya çalışıyorlar. İşte bir kısmı kendisini şey yapıyor
98. :: soyutluyor, soru sormuyor.
99. Z: İngilizce konuşmaya zorladınız mı hiç?
100. Y: Mesela ben Uzakdoğu sporlarıyla ilgileniyorum. Türkçe hiçbir kaynak
101. yok. Ben ODTÜ’de hocalık yapıyordum zamanında, taekwando, yabancı
102. öğrencilerimiz çoktu. E İngilizce konuşmak gerekiyordu haliyle.
103. Z: Son senelerde speaking de katıldı bu derse zaten.
104. Y: Örneğin o derslerde küçük :: küçücük tez örneği şeyler olsa, insanlar
105. hazırlasa, hazırlarken okuma gereği duysa, okuduktan sonra da sunma gereği
106. duysa ::: mecburiyeti olsa. Yani bunu sen İngilizce sunabiliyorsan ve o
107. ortamda sorulacak İngilizce soruları cevaplayabiliyorsan :: yani bunlar ne
108. bileyim :: en küçük iş mülakatlarında karşına çıkan stresli ortamın kopyaları.
109. Kolaylaştırır işi.
110. Z: Peki, söylemek istediğiniz başka bir şey?
111. Y: Hayır, bu kadar.
112. Z: Teşekkürler.

EXCERPT 4

1. Z: Hangi bölümden mezun oldunuz?
2. K: İşletme bölümünden. ODTÜ :: işletme bölümünden 1992 yılında mezun
3. oldum.
4. Z: Peki şu anda ne iş yapıyorsunuz?
5. K: Şu anda Hazine Müsteşarlığı'nda uzman yardımcısıyım :: ama :: 24 Mayıs'ta
6. uzman olacağım.
7. Z: Ondan önce?
8. K: Ondan önce İş Bankası'nda 3 yıl müfettiş yardımcılığı yaptım.
9. Z: Şimdi İngilizce'yi hangi durumlarda kullanıyorsunuz?
10. K: İngilizce'yi :: ben kendi karşılaştığım şeyler için şunu söyleyeyim : yurtdışı
11. yazışmalar yapılabilir :: veya araştırmalar yapılabilir :: mesela ne bileyim :
12. mevzuat araştırması gibi, :: işte yurtdışında neler dönüyor : neler oluyor gibi
13. konularda okuyarak veya yazışma yaparak kullanıyoruz. Yani :: bugün :: yani
14. bugüne kadar benim başıma öylesi gelmediyse de resmi toplantılar var, yurtdışına
15. gitme durumları var, bölüme göre değişiyor, bunlarda da yani işte :: karşılıklı
16. konuşma, soru cevap :: işte pozisyonunu anlatma :: IMF toplantıları falan gibi
17. yerlerde de kullanmak mümkün. Ben kişisel olarak kendim şu ana kadar
18. kullanmış değilim ama her an olabilir yani.
19. Z: Sizin pozisyonundaki kişiler de senin durumunda mı?
20. K: Aynı konumdayız tabi canım. Yani :: bu :: şey : birime göre değişir tabi.
21. Bizim birimiz biraz daha böyle para piyasaları, bankacılık falan olduğu için o
22. konularda yurtdışı organizasyonlarla falan temas ediyorsun. Ya da karşılıklı
23. denetleme düzenleme faaliyetleri için yazışıyorsun ve saire, gidip geliyorlar.
24. Z: İş Bankası'nda nasıldı?
25. K: İş Bankası'nda direk olarak dili kullanmak çok gerekmiyordu, yani özellikle
26. benim pozisyonumda, müfettiş için. Sadece bir şey okumak ve araştırmak için
27. olabilir ki o bile işin gerektirdiği bir şey olmaz yani biraz daha : yani :: mutlaka
28. bunu okuyacaksın diye bir şey olmaz. Zaman zaman :: yani toplantılara falan
29. gönderebiliyorlar, uh.. yani orta düzeyde veya normal düzeyde bir İngilizce ile
30. onu halledebilirsin.

31. Z: İlk önce şunu sorayım. Okuma, yazma, konuşma ve dinleme. Şu anda sizin
32. için önemli olanları göz önünde bulundurarak sıraya sokabilir misiniz?
33. K: Yani öncelikle okuma tabi. Yani senden özellikle biraz daha alt pozisyonda
34. çalışırken talep edilen daha çok :: ne bileyim : araştırma bazlı bir şey olabilir. Bir
35. yazının :: işte :: ne istediğini falan anlayıp cevap hazırlama olabilir, onun için
36. okuma. Ama belli bir düzeyde pozisyonun arttıkça düzeldikçe ::: diğerlerini de
37. daha sık kullanmaya başlayacaksın çünkü ne bileyim :: bir toplantıya katıldığın
38. zaman genellikle tek başına katılmazsın :: yani belki hazırlığı sen yaparsın ama
39. konuşmayı başkası yapar. Dolayısıyla konuşmayı yapan adamın daha iyi
40. anlaması lazım :: sen orada olma durumunda değilsin. Bunlar da :: yani
41. diğerleri de işe yarıyor. Okumadan sonra en çok yazma :: özellikle resmi, official
42. yazı kuralları, :: daha sonra ne bileyim işte seminerlere vesaireye kayıldığın
43. zaman dinleme :: bir de konuşma. Hepsi işin içine giriyor aslında. Hazine'de
44. çalışan birisi için bunları mümkün olduğu kadar iyi seviyede yapması lazım
45. adamın. Yani belki okumanın daha iyi olması lazım ama diğerleri de mutlak
46. surette olması lazım.
47. Z: Peki, ENG 101 dersini çok hatırlamasanız da size bir katkısı olduğunu
48. düşünüyor musunuz? Orada çok okuma yapılıyor çünkü.
49. K: Ya aslında okuma açısından çok büyük bir katkısı olmamış olabilir çünkü ::
50. yani bizim bölüm :: işletme bölümü olarak baktığımız zaman :: çok sayıda sosyal
51. ders aldık, ilk sınıftaki matematik hariç hepsi sosyal dersti. Sosyal psikoloji ve
52. saire, okumayı oralarda öğreniyorsun. Derste :: ıh.. aman aman çok şey öğrenmiş
53. olmayabilirim :: emin değilim ama :: kelime tahmini :: işte belki biraz hızlı
54. okuma gibi konularda faydası oldu tabi. Ama [tabi...]
55. Z: [Bölüm] derslerine direk katkısını hatırlıyor musunuz ?
56. K: Şimdi bölüm dersine geçtiğin zaman, yani hazırlıktan bölüme geçtiğin zaman
57. ..ıh.. direk konunun içine giriyorsun. Mesela ben okuyup hiçbir şey
58. anlamıyordum. Yani ki hazırlığı da iyi bir dereceyle geçmiştım. Ama :: şey :: bir
59. sayfada yüz kere falan sözlüğe bakarak :: zamanla oturuyor yani ::: tahmin
60. etmeyi öğreniyorsun. Yani o [şekilde..]
61. Z: [Bunları] kendi kendinize mi öğreniyordunuz? Çünkü biz bunları 101 dersinde
62. öğretiyoruz.

63. K: 101 dersinde öğretiliyor ama ben o tekniği kullandım mı kullanmadım mı ::
64. bu biraz da bir sürecin sonu. Yani onun da faydası olmuştur tabi ama dersin
65. gidişatından sen daha hızlı o konuya girmek zorundasın. Adam giriyor bir iki
66. chapter, üç chapter anlatıyor, 60 sayfa 100 sayfa anlatıyorsa seni sınav yapacak.
67. Yani 101 ile aynı düzeyde işlemiyor olabilir. Yani siz kelime tahminini öğretene
68. kadar ::hazırlıkta da ::: orada da bir miktar veriliyor zaten, yani aslında ben hiçbir
69. şey bilmiyordum hazırlıkta, en alt kurdardım. Ama 101 ya da 102 de::: iyi
70. hatırlamıyorum :: rapor türü bir şey hazırlanmıştı, onu hiç unutmuyorum mesela.
71. Yararlı bir şeydi yani. Çünkü derli toplu bir şeyi okuyacaksın, sonra hem
72. yazacaksın hem sunacaksın.
73. Z: Sizin fikrinize göre bu ders nasıl olmalı, neye ağırlık verilmeli?
74. K: Şimdi mesela insanlar oraya İngilizce biliyor diye gidiyorlar. Hazırlığı geçmiş
75. falan. Yani az çok okuma yazmayı biliyor olması lazım. Grameri de :: hazırlıkta
76. vermiş olman lazım. Eğer ilk sınıfta bir ders veriyorsan belki daha ileri seviyede
77. bir gramer ::: ki gramer verilmiyor o derste zaten. İh.. ya da belki daha çok
78. rapora yönelik :: ilk sınıfta veriliyor ise :: işte :: bir konuda bir şeyler hazırlamak
79. için kullanılabilir. Ama onun dışında bir paragrafı okuyup anlamak bana çok
80. anlamlı gelmiyor açıkçası. Özellikle sosyal bölümler için hiç anlamlı gelmiyor,
81. çünkü sen orada bir paragraf veriyorsun ama aynı anda beş bölüm dersi,
82. alıyorsun. Bu beş ders te okumaya ve dinlemeye yönelik, o zaman bu ikisi
83. birbiriyle çok çakışmıyor bence. Sosyal bölümler için direk okumayı
84. güçlendirmek için falan olması çok mantıklı değil. Yazmayı, raporlamayı, ih..
85. falan öğretmek için verilebilir. Ama daha sonraki ihtiyaç duyulan konulara
86. baktığın zaman :: ki birçok :: başka kurumlarda da çalışan başka arkadaşlar var :::
87. orada mesela resmi yazışma nasıl yapılır gibi bir konunun öğretilmesi daha
88. faydalı olabilir. Belki sona doğru :: ilk başta değil :: belki 3. ve 4. Sınıfta yapmak
89. daha makul gibi görünüyor. Çünkü gramer olarak adamın öğrendiğini farz
90. ediyorsunuz :: proficiency test'i geçiyor, hazırlığı geçiyor bir şekilde,
91. biliyorsa çok üstüne gitmek gerekli değil. Zaten sanırım belli bir notu alanlar bu
92. derslerden muaf tutuluyorlardı. Mühendislikler için durum biraz farklı olabilir
93. çünkü onlar hazırlıktan sonra daha az okuyorlar :: ya da çok teknik :: işte
94. matematik okuyorlar, 8 , 10 , 100, işte kaç taneyse teknik kelimeyi anlayınca iş

95. bitiyor. Aradaki kelimeleri anlamınıza gerek yok. Çok anlamaya da
96. uğraşmıyorlar belki :: İşte böyle. Başka sorunuz var mı?
97. Z: Hayır, teşekkürler.

EXCERPT 5

1. X: ODTÜ'den hangi yıl ve bölümden mezun oldunuz?
2. Ş: 1991, Elektrik Elektronik Mühendisliği.
3. X: Şimdi nerede çalışıyorsunuz?
4. Ş: ASELSAN. Askeri Elektrik Sanayi.
5. X: Orada ne yapıyorsunuz?
6. Ş: Oradaa.. elektrik mühendisiyim. 7 yıldır.
7. X: İşinizi biraz tarif edebilir misiniz?
8. Ş: İh.. Zor biraz anlatmak. İşte iki bölümü var. Bir üretim bir de araştırma
9. geliştirme. Araştırma geliştirmede bir donanım kısmı var, bir yazılım. Donanım
10. kısmında çalışıyorum.
11. X: İngilizce'yi kullanıyor musunuz mesleğinizde?
12. Ş: İngilizce'yi çok kullanıyorum. Yani.. ıh.. sürekli yurtdışındaki firmalarla
13. iletişimimiz var. Sonuçta okuduğumuz kitaplardan :: broşürlere kadar :: yani her
14. şey İngilizce. Ürünlerin katalogları :: şeyleri : İngilizce, sonra yurtdışındaki
15. firmalarla İngilizce yazışıp konuşuyoruz, yurtdışına gittiğimizde sonuçta onlarla
16. :: işte :: İngilizce irtibat kuruyoruz. Bazen doküman yazmamız gerekiyor, onlar
17. da İngilizce oluyor. E : standartlar oluyor, onlar da İngiliz..: yani herşey İngilizce.
18. Sadece mühendisler kendi aramızda konuşurken Türkçe konuşuyoruz.
19. Z: Peki, bu kadar çok İngilizce kullanıyorsunuz, en çok hangisine ihtiyacınız
20. oluyor? Okuma, yazma, konuşma ve dinleme?
21. Ş: En çok okuma, okumam gerekiyor.
22. Z: Tekrar bir söyleyebilir misiniz neler okumanız gerektiğini.
23. Ş: Okumam gereken şeyler kitap, yani böyle belli bir konudaki kitaplar. Onun
24. dışında ..ıh.. her türlü ürün katalogu : diyeyim :: ya da mesela Internet'e
25. giriyorsun :: search yapıyorsun işte :: firmaların listelerine giriyorsun, firma
26. hakkında bilgi alıyorsun ya da onların diyelim application notları falan oluyor, ya
27. da bazı kopnulara bilgiler oluyor, onları okuyorsun. Yani kitap tarafından da
28. okuyorsun, Internet'te gezerken de okuyoruz. Yani İngilizce'yle içli dışlı, hiçbir
29. şeyden ayıra[mıyor...]
30. Z: [Peki] konuşmak zorunda kalıyor musunuz?
31. X: Tabi.

32. Z: Kimle?
33. X: O da şeyle konuşmak :: yurtdışından gelen firmalarla :: yani iş yaptığımız :
34. adamlarla İngilizce konuşuyoruz. Yani bazen onlar buraya geliyor, bazen biz
35. yurtdışına gidiyoruz. Telefonda konuşuyoruz :: o yüzden sürekli İngilizce'yi
36. kullanıyoruz.
37. Z: Sıraya koyarsak ilk önce okuma dediniz, sonra?
38. X: Okuma :: sonra ::: yazma : sonra konuşma.
39. Z: Dinleme?
40. X: Ha, konuşma ve dinleme beraber oluyor. Yani adamlar geldiğin... gelince
41. dinliyorum ve konuşuyorum.
42. Z: Sempozyumlar : veya o tür şeyler [oluyor mu] ?
43. X: [Oluyor]. Oluyor. Yani yurtdışında öyle bir konferansa ben mesela gittim ::
44. izleyici olarak. Ve orada da her şey İngilizce'ydi tabi. : öyle şeyler oluyor, ya da
45. eğitim olabiliyor. Ha bi de eğitimleri şey [yapalım].
46. Z: [Onlar da] İngilizce?
47. X: Onlar da İngilizce.
48. Z: Ne kadar sıklıkla yurtdışına gidiyorsunuz?
49. X: Çok değişiyor :: yani çalıştığın projeye göre çok değişiyor. Eee.. ve projedeki
50. görevine göre değişiyor. Yani eğer birazcık :: bizim mesela projelerde ::: konunla
51. ilgili yöneticilik :: statüsünde olabiliyorsun. Bir önceki projede işte bir konuda
52. yönetici gibiydim. Öyle olunca üç defa falan gittim yurtdışına. İşte yine başka bir
53. proje var, onda da öyle bir görev var, haftaya yine gideceğim...: Yani yılda iki : en
54. fazla üç olabiliyor.
55. Z: ENG 101 dersini almış mıydınız ODTÜ'de?
56. X: Ya 101'i ::: 103-104 yok muydu? Ben 103 ve 104 almıştım. 103'te de :: ya da
57. 104'te bir şey yapmıştık .. Raporumsu :: projemsi bir şey yapmıştık.
58. Z: Sizce bir faydası olmuş muydu?
59. X: İh.. Şeyin faydası olmuştu :: öyle bir konuda okuyup araştırıp yazmak her
60. zaman için faydalı bence. Onun faydası olmuştu yani. Genel İngilizcemi
61. geliştirmek açısından çok bir faydası olmamıştı. Daha doğrusu :: yani :: işin
62. orasında değildik biz :: onu biz öyle keyfine giriyorduk :: daha öbür dersler tabi
63. ağırlıklıydı. Ama bu proje kısmının :: proje demiyeyim ona [ya...]

64. Z: [Rapor] falan mı yazıyordunuz?
65. X: Mesela ben şey yapmıştım. Mars'ta hayat. Öyle :: keyfine bir konu seçiyorsun
66. işte, onu yapmıştım. Ondan sonra ..ıh.. onu yazmak hem keyifli olmuştu hem
67. yararlı olmuştu. Daha sonra da tez için de mesela :: yani öyle bir şey nasıl yazılır,
68. giriş nasıl yapılır, sonuç nasıl [olur, chapter'lar nasıl...]
69. Z: [Bu dersler zaten] academic reading ve writing üzerine olduğu [için...]
70. X: [Evet]. Bir de şey almıştım ben. Poetry dersi : Nail Bezeci'ydi sanırım. Öyle ::
71. o adamdan almıştım. Biz çok sevmiştik o dersi. Ve işte :: böyle :: yorumlar yapıp,
72. bir de arkadaşlar hep beraber gitmiştik, çok keyifliydi mesela o ders. Yani :: çok
73. çok hoşuma gitmişti.
74. Z: Sizce bu derslerde, yani ENG 101, 103, 104 gibi, neye ağırlık verilmeli?
75. Mesela bölüm derslerine mi yönelik olsa, mesela paralel konular, vocabulary
76. falan [olsa..]
77. X: [Ya bence] bölüm derslerine yönelik şeyler ::: okudukça öğreniliyor zaten.
78. Yani o işin içine girince :: tutup ta şimdi ::: o derste : yok elektronikte geçen
79. terimler bilmem ne :: o tür şeyler öğretmesinin anlamı yok. Yani daha böyle
80. bizim İngilizce'mizi advanced seviyelere getirecek bir eğitim olsa daha iyi. Yani
81. :: bölümle ilgili bir şeye gerek yok çünkü :: ikinci sınıftan itibaren ya da birden
82. itibaren başlıyorsun onları okumaya. Ve okuyarak öğreniliyor onlar, yani hangi
83. kelimenin ne demek olduğu. Ondan sonra, bence böyle şeyler falan daha iyi, yani
84. pasaj oku anla [..ıh..]
85. Z: [Beki] dediğiniz gibi poetry [falan..]
86. X: [Ha evet] poetry. Hem :: İngilizce'ye farklı bir bakış açısı, çünkü bunu
87. kaybediyorsun bir yerden sonra, çok teknik olduğu için. İh.. halbuki edebiyat
88. yanı :: ya da konuşma yanı :: bunlar daha keyifli ve daha faydalı ::: sonuçta iş
89. hayatına atılırsan sonuçta o : o şekilde kullanacaksın. Yani adamlarla her gün iş
90. konuşmayacaksın :: biraz sohbet te edeceksin. Yani biraz akıcılık sağlanması
91. senin konuşmanda :: o kısmı daha önemli. Yani okuma falan bir şekilde
92. hallediliyor. Bizim ona ihtiyacımız oluyor ondan sonra.
93. Z: Günlük hayatta da lazım oluyor mu dil?
94. X: E tabi canım, oluyor. Yani yabancılarla tanışırsan oluyor, onun dışında
95. İngilizce kitap okursan oluyor.

96. Z: Siz peki okulda mı geliřtirdiđinizi dűřűnűyorsunuz, yoksa mezun olduktan
 97. [sonra mı]?
98. X: [Ya ben] İngilizce'yi :: ilkokulu bitirince :: iřte řeyde :: ortaokul hazırlıkta
 99. ۆđrendiđimi dűřűnűyorum. Yani o bir sene : İngilizce'yi ۆđrendim. Ondan
 100. sonrası onun űstűne kuruldu. Tenmeli oldu. Ama bu konuřmadaki rahatlık
 101. falan ačíkçası yabancılarla tanıştıktan sonra oldu. Yani :: yabancı űlkelere
 102. gittikten sonra da bu çok oldu. Tűrkiye'de yabancılarla olmaktan çok yabancı
 103. űlkelere iř için gittiđimde , gelmek için gittiđimde, o zaman ۆđrendim esas
 104. rahat İngilizce'ye gečíři :: o zaman gečítim. Yani İngilizce en iyi yurtdıřında
 105. ۆđrenilir.
106. Z: Sizce bizim bu : ENG 101'de reading etkili bir bičíimde ۆđretilebilir mi?
 107. X: Reading?
108. Z: İřte nasıl kelime tahmin edilir, :: skimming, scanning falan..
 109. X: Mesela řeyi dűřűnűyorum řimdi, TOEFL'a girdiđimde reading'i nasıl
 110. yapıyordum?
 111. :: Onu dűřűneyim ama :: ačíkçası ben műfredatı hatırlamıyorum.
112. Z: Tabi, biliyorum [yani..]
113. X: E, tabi reading denen řeyi ۆđretmenin faydası var. Yine edebiyata
 114. kayacađım ama, ۆrneđin bir story okuyorsun, dűřűnűyorsun, ačíklıyorsun ::
 115. bunların bile faydası olur tabi.
116. Z: Sizin konumunuzdaki elektrik műhendisleri de sizce sizin bahsettiđiniz
 117. bičíimde İngilizce'yi kullanmak zorundalar mı?
118. X: Evet, hemen hepsi aynen benim kadar kullanmak zorundalar İngilizce'yi.
 119. Z: Bu konuda söylemek istediđiniz başka bir řey?
 120. X: Bu kadar. Teřekkűr ederim.

EXCERPT 6

1. Z: Nereden kaç yılında mezun oldunuz?
2. B: ODTÜ Elektrik Elektronik Mühendisliği'nden 1986 yılında mezun oldum.
3. Z: Peki işinizi tarif edebilir misiniz?
4. B: Vallahi ::: işimi anlatmak : biraz karışık. Ben aslında bir Amerikan firmasının
5. Türkiye sorumlusuyum. Türkiye'den sorumlu tek kişi benim. Bilgisayar
6. donanımı üzerine çalışıyoruz. İhalelere giriyoruz ve bunlarla direk olarak ben
7. ilgileniyorum. Benim ofisim yok :: daha doğrusu ofisim evim. Evde birkaç
8. bilgisayarım var. İşte :: bütün işleri oradan götürüyorum.
9. Z: İngilizce kullanmak zorunda kalıyor musunuz?
10. B: Dediğim gibi :: bir Amerikan şirketi adına çalışıyorum. Dolayısıyla onlarla
11. olan bütün irtibatım : ki bu çok sık oluyor, İngilizce. Onun dışında bu ihalelerde
12. falan yazışmalar ve saireler hep İngilizce. Ben hemen hemen bütün gün
13. bilgisayarın başındayım :: çünkü bizim olay bilgisayar : ve dolayısıyla İngilizce.
14. Günde en az 60- 70 telefon görüşmesi yapıyorsam bunun üçte biri de yabancılar
15. oluyor. Başka...
16. Z: O zaman şunu sorayım, en çok kullanmanız gereken dil becerisi hangisi
17. oluyor? Okuma, yazma, konuşma ve dinleme.
18. B: E tabi, en çok okuma. Gelen evraklar, ihale dosyaları, mail'ler, faksler ve
19. bilgisayar ile ilgili her şey. Devamlı okumak durumundayım. Akabinde bunlara
20. cevaben yazmak durumundayım.
21. Z: Yazdıklarınız büyük çoğunlukla formal şeyler mi?
22. B: Evet, ama bir süre sonra kapıyorsunuz işi. Yani belli bir format dahilinde
23. gerekli teknik kelimelerle iş gidiyor.
24. Z: Konuşma ve dinleme?
25. B: Aslında tabi, deminde dedim ::: telefonda konuşuyoruz, yüz yüze
26. konuşuyoruz. Geçen senelere kadar ben : inanın neredeyse her hafta bir
27. ülkedeydim. Yani bu iş gereği daha bir yere varıp bavulumu toplayamadan öbür
28. ülkeye geçmeye hazırlanıyordum. :: Uzun seneler bu tempoyla gittim. Asya ve
29. Avrupa'da gitmediğim ülke yok gibi bir şey. Sonunda baktım olacak gibi değil,
30. işten çıkarılma pahasına dedim : dönüyorum. Onlar da peki dediler. Şimdi de

31. evden çıkmıyorum. Ha :: ne diyorduk, o kadar ülkeye gidince doğal olarak
32. konuşmak lazım. :: Ama yine de nedense okuma ve yazma birinci sırada gibi
33. geliyor.
34. Z: Dinleme?
35. B: E, evet. Konuşmak için dinlemek lazım. Ama yine de her zaman konuşmak
36. daha zorlar. O yüzden ilk önce konuşma sonra dinleme.
37. Z: Birinci sınıfta aldığınız ENG 101 dersini hatırlar mısınız? Reading ağırlıklı bir
38. dersti.
39. B: Eh, hatırlar gibiyim öyle bir şey. :: Ama o ders hakkında net bir şey
40. söyleyemem.
41. Z: O zaman şu andaki koşullarınızı göz önünde bulundurarak o derste
42. öğrencilerin yararına olması için neye ağırlık verilmeli?
43. B: Ya ::: Şimdi belli ki okuma :: en azından benim durumumda önemli, ona
44. ağırlık verilmeli ve kesinlikle yazmayla beraber götürülmeli. Ama bunun yanı
45. sıra konuşma da asla ihmal edilmemeli. Tamam :: ben yurtdışında o kadar iş
46. yaptığım için geliştirdim bunu ama :: herkesin bu şansı olmayabilir.
47. Z: Sizce konular her fakülteye göre mi olmalı, yani program farklı mı olmalı?
48. B: Bilmem ki ::: belki belli farklılıklar olabilir ama kastettiğiniz : mesela
49. Elektrik Mühendisliği için teknik konularsa :: hayır. Zaten bölümde fazlasıyla
50. görüyoruz bunları. Bence çok değişik, ilgi çekici konular olmalı. Belki :: konular
51. öğrencilere araştırılabilir. Yani ne bileyim, giderler, bulurlar, gelip anlatırlar.
52. Daha fazla ::: bilemiyorum.
53. Z: Çok teşekkürler.

EXCERPT 7

1. Z: İşinizi öğrenebilir miyim?
2. Q: Matematik öğretmeniyim.
3. Z: Ne zaman mezun oldunuz?
4. Q: 1998'de mezun oldum ve bu sene çalışmaya başladım.
5. Z: Dersleriniz İngilizce mi?
6. Q: Evet. Matematik derslerini İngilizce veriyoruz.
7. Z: Sizin :: iş alanında İngilizce'ye gereksiniminiz nasıl oluyor?
8. Q: Şimdi şöyle, yaptığımız iş öğretmenlik diye geçiyor ama sırf öğretmenlik te
9. yapmıyoruz. Artık eğitim alanında bir takım sempozyumlar, konferanslar
10. düzenleniyor ve bunlar giderek sıklaşmaya başladı. İh... bunların bir kısmı da
11. genelde İngilizce gerektiriyor. Bunun bir sebebi de tabi bizim üniversitede
12. verilen eğitimin İngilizce olması. Ve :: ih... Amerikan eğitim sisteminden burada
13. çok faydalanmamız, kitapların birinci elden :: ih.. kaynakların o şekilde gelmesi,
14. yani kısacası :: eğitim dili İngilizce liselerde. Bizim çalıştığımız liselerde. İh...
15. bu lazım, İngilizce lazım. Bir ikincisi bu sempozyumlara, konferanslara katılıp,
16. dinleyici olarak katılsanız dinleyebilmek için lazım. Konuşmacıysanız
17. konuşabilmek için lazım. Artı :: bir takım kaynakları birinci elden okuyabilmek
18. için İngilizce lazım. Dolayısıyla kullanıyoruz yani.
19. Z: Pardon. Ben kaçırmış olabilir miyim? Bu sempozyumlar kim tarafından
20. düzenleniyor?
21. W: Genellikle özel iseler tarafından düzenlenenler var ..ih... üniversitelerin
22. eğitim fakülteleri tarafından düzenlenenler var. Bu eğitim alanındaki bir takım
23. çalışmaların duyurulması veya bir takım sorunların üzerinde tartışma şeklinde bir
24. takım sempozyumlar olabiliyor.
25. Z: Yeni mezun olduğunuza göre ENG 101 dersini hatırlıyor olmanız büyük
26. olasılık. O dersten yararlandığınızı düşünüyor musunuz?
27. Q: İh.. Aslına bakarsanız benim İngilizce bilgim daha çok :: ortaokulda
28. okuduğum hazırlık ve üniversitede okuduğum hazırlığa dayanıyor daha çok. Ve
29. ondan sonrada ..ih.. üniversite yıllarımdaki ..ih.. dört sene boyunca kütüphaneye
30. gittim geldim, bir takım ..ih.. derslerin araştırmalarını falan yaptım :: orada biraz

31. arttı ..ıh.. Bu bağlamda aslında üniversitedeki hazırlıkla birinci sınıfta aldığım
32. 101 ve 102 derslerinin hatırlatıcı etkisi oldu. Ama ..ıh.. daha bir temel olarak
33. yerleştiren şeydi :: hazırlık sınıflarıydı.
34. Z: Zaten 101 ve 102 genellikle :: şey : dil öğretiminden [çok] reading ve [writing]
35. üzerine kurulmuş olduğu için...
36. Q: [Evet] [Evet].. Ama kendi hesabıma 103-104 almayı daha çok tercih ederdim.
37. Yani o dersi almış olan arkadaşların anlatmış olduklarından yola çıkarak : çünkü
38. reading ve writing olarak beş altı sene öncesinden konuşuyoruz :: daha
39. ağırlıklıydı onlar. Beni :: daha çok tatmin edeceğini düşünmüştüm o zamanlar.
40. Z: İngilizce okuma, yazma, konuşma ve dinleme olarak sıraya koyarsanız şu anda
41. hangisine daha çok ihtiyacınız oluyor?
42. Q: İh.. yazı iyi, konuşma da iyi ancak okumada bazen problem olabiliyor çünkü
43. kelime hazinem çok geniş değil, daha çok kendi alanımla sınırlı. Dolayısıyla :::
44. okuma konusunda bazen, eğer bu bir romansa veya kendi alanım dışındaki bir
45. şeyse, zorlanabiliyorum.
46. Z: Ama kendi [alanınızdakilerde...]
47. Q: [Rahat], sorunum yok.
48. Z: Sizin bu dil becerilerinde iyi olduklarınızın dışında hangilerine daha çok
49. ihtiyacınız oluyor? Okumak mı, konuşmak mı? :: Yani öğretmen olduğunuz için
50. konuşmak [zorundasınız ama..]
51. W: [Yani evet] :: konuşma olayı var ..ıh.. ders hazırlarken yazmamız gerekiyor,
52. o dersi araştırmak için okumamız gerekiyor. Bunların üçüne ihtiyacımız var.
53. Q. Dördüncüsü neydi?
54. Z: Dinleme.
55. Q: Dinleme ..ıh.. tabi o daha az ihtiyaç duyulan bir şey.
56. Z: Sempozyumlarda falan belki dediğiniz gibi [lazım].
57. Q: [Evet ama] en çok konuşma tabi bizim ihtiyacımız olan.
58. Z: Sonra okuma mı?
59. Q: Konuşma ::: sonra okuma-yazma beraber.
60. Z: tekrar bu derse dönecek [olursak...]
61. Q: Ha, bir 211 olayı vardı mesela ..ıh.. orada şey :: ben irregular olduğum için
62. bu dersi alamadım. Ama mesela 101, 102, 211 olsaydı o da herhalde beni 103,

63. 104 gibi tatmin eder di diye düşünüyorum.
64. Z: Siz 101, 102 mi aldınız?
65. Q: 101, 102 aldım. Geçiş notum tam :: yeterince yüksek olmadığı için ::: öyle bir
66. şey olmuştu.
67. Z: Bu 101 dersinde ..ıh.. sizce –yani siz de öğretmensiniz, eğitim konusu olduğu
68. için rahat rahat soruyorum- neye ağırlık verilmeli? Yani reading yapılıyor,
69. vocabulary öğretiliyor ama öğrenciye tam hitap ediyor mu?
70. Q: şöyle bir şey var. İngilizce bölümü bunu şey yapıyor :: yani aynen matematik
71. bölümünün yaptığı gibi üniversitede bölümlere özel olarak ders açıyor. Yani bir
72. sınıfta o bölümün öğrencileri oluyor daha çok. Dolayısıyla ..ıh.. ben matematik
73. eğitim grubuyla ders alırken o derste eğitimle ilgili şeyleri okumayı tercih
74. ederdim. Çünkü birinci sınıfta genelde, tüm öğrenciler için geçerli bu ODTÜ’de
75. ..ıh.. alan derslerini görmüyor hiçbir öğrenci. Ama İngilizce dersinde alan
76. dersine yönelik bir takım konular ..ıh.. ucundan kenarından böyle işleniyor gibi
77. olsa hem İngilizce dersi ilgi çekici olur hem de bölüme bir ısınma olmuş olur gibi
78. geliyor bana.
79. Z: Peki artı unsurlar olmalı mı? Mesela sizin zorluk çektiğiniz bir alan olup ta
80. keşke ben bunu okulda görmüş olsaydım dediğiniz bir şey var mı?
81. Q: Hayır :: ama şu olabilir. Mesela üniversite yıllarında benim Internet’le olan
82. ilgimde , yani mesela laboratuarlardan çıkmadığım zamanlar oldu :: o da
83. İngilizce’me bir takım eklemeler yaptı. Yani en azından günlük kullanım olarak
84. konuşmam da etkili oldu yani ::: bilmiyorum : o çeşit etkinliklere yer verilebilir
85. mi?
86. Z: Evet, belki Internet bir araç olarak kullanılabilir.
87. Q: Evet belki. Aklıma başka bir şey de gelmiyor.
88. Z: Oldu. Çok teşekkür ederim.

EXCERPT 8

- 1 Z. Atatürk Anadolu Lisesi'nde öğretmensiniz?
- 2 K: Evet.
- 3 Z: Kaç senedir?
- 4 K: 16. Yani bu okulda on beşinci yılım. Daha önce başka bir Anadolu Lisesi'nde
- 5 çalışmıştım bir yıl.
- 6 Z: Derslerde İngilizce kullanıyor musunuz?
- 7 K: İngilizce'yi : konularımızı anlatırken İngilizce yazıp :: Türkçe anlatmak
- 8 şeklinde yapıyoruz. İlk yıllarda daha çok yoğun şekilde İngilizce olarak
- 9 anlatıyorduk : kullanılıyordu. Ama son zamanlarda :: yani İngilizce anlatan
- 10 öğretmenlerin azlığı, veya işte çocukların üniversite sınavındaki :: Türkçe
- 11 soruların olması, Türkçe'ye yönelmeleri , dershanelerde Türkçe olması, bazı
- 12 sınıflarda Türkçe bazı sınıflarda İngilizce kargaşasını bir derece azaltmak için biz
- 13 de böyle bir yola başvurduk. Yani İngilizce anlatıyoruz, öyle görünüyor ama ::
- 14 Türkçe açıklamalar daha çok yapılıyor.
- 15 Z: Ama İngilizce yazmak durumundasınız?
- 16 K: Tabi, İngilizce yazıyoruz, Türkçe açıklıyoruz. Sınavlarımız da İngilizce. Yani
- 17 terimlerin hem İngilizcesini hem Türkçesini bilmiş oluyorlar. En azından ileride
- 18 yabancı dille eğitim yapan bir üniversitede okurken, kaynak araştırması yaparken
- 19 bir yerde terimleri bilmiş oluyorlar.
- 20 Z: Peki en çok ihtiyacınız :: yani gerçi siz artı [terimleri...]
- 21 K: [Tabi] matematiksel terimler dışında yani anlatabilecek kadar :: çok ta yoğun
- 22 şekilde yapama... şey :: yani hatırlamadığımız şeyleri Türkçe anlattığımız için
- 23 dönüşü kolay oluyor :: yani hiç olmaza matematiksel terimler yönünden
- 24 kullanıyoruz. Onun dışında da çok fazla kullanmıyoruz.
- 25 Z: Dil becerilerini sıraya koyduğunuzda en çok – okuma, yazma, konuşma,
- 26 dinleme -neye ihtiyacınız oluyor?
- 27 K: Yazıyoruz, yazdığımızı konuşmuş oluyoruz, anlatmış oluyoruz. Tabi
- 28 konumuzla ilgili okuyabiliyoruz.
- 29 Z: Peki bunun dışında İngilizce bir şekilde gerekiyor mu?
- 30 K: Tabi :: yani şimdi sadece ::: uydu kanallarından değişik alternatifler var,
- 31 televizyon kanalları, yaptığımız ::: BBC' de haberleri falan izlemek,

32. anlayabiliyoruz –bilemiyoruz o ayrı mesele. Çoğu şeyleri kaçıyorum. Tabi
33. günlük yaşamda çok şeyler kalmıyor. İngilizce kullanıldığı zaman, geliştirildiği
34. zaman kalıcı oluyor. İlk yıllarda olsa çok daha güzeldi, ya da işte biz genelde
35. matematiğe ağırlık verdiğimiz için matematik yönümüzü geliştirirken dil biraz
36. kayboldu.
37. Z: Uzun seneler geçmiş. Hatırlamanız mümkün olmayabilir. Yine de
38. hatırlatayım. ENG 101 dersinde biz ağırlıklı olarak academic reading
39. öğretiyoruz. İçinde tabi başka skill'ler de var. Sizce bu ders öğrencinin yararına
40. nasıl geliştirilebilir?
41. K: Pratik :: tabi okuma ve konuşma ağırlıklı olması güzel olur. İlerde :: gerçi
42. bilemiyorum :: Anadolu liselerinde çok kalmadı yoğun şekilde İngilizce, özel
43. okulların durumu nedir onu da tam olarak bilemiyorum ::: ama :: İngilizce
44. anlatmamız gerektiği zaman günlük-yaşamdan da konuları bilmemiz gerekiyor.
45. Daha doğrusu kelime hazinemizin çok geniş olması, gramerleri hatırlamamız
46. gerekiyor :: güzel konuşabilmek için. Onun için de hem okumak hem konuşmak,
47. pratik yönünden, pratiğin artması açısından geliştirilebilir. Daha
48. çok pratiğe ağırlık verilmesi lazım.
49. Z: Bu kadar mı söyleyecekleriniz?
50. K: Evet.
51. Z: Teşekkür ederim.

APPENDIX E

QUESTIONNAIRE TO CONTENT COURSE TEACHERS AND ITS DATA

QUESTIONNAIRE

(For English Courses Offered by The Department of Modern Languages)

This questionnaire is intended to reassess the objectives and content of the required English courses, Eng 101, Eng 102 and Eng 211 and the elective course Eng 212, offered by the Department of Modern Languages. Your experience and insight will be of great value to us in making a more realistic assessment of our students' needs and designing our courses accordingly. We deeply appreciate the time and effort you're taking in answering these questions.

- *Please put a tick (✓) unless stated otherwise. You may mark more than one box where necessary.*
- *Please fill in a different questionnaire if you teach courses offered in different years.*
- *When finished, please return this questionnaire to the Head of your Department before April 30, 1998.*

Name of Instructor:

Department:

Course Code:

1. What year(s) of students are you presently teaching?

☐ 1 ☐ 2 ☐ 3 ☐ 4

2. Which of the four major language skills do your students need most in fulfilling the requirements of your course(s)? Please indicate in order of importance: (1) for the most important and (4) for the least.

_____ listening
 _____ speaking
 _____ reading
 _____ writing

3. When you get the impression that your students have difficulty in following your lecture, which of the following do you think this is due to?

- ☐ complexity of the subject matter
- ☐ the students' poor English
- ☐ the students' not having had enough practice in listening

4. What type of oral communication activities are the students in your course(s) most frequently involved in?

- ☐ asking for explanation and clarification
- ☐ asking and answering questions in class
- ☐ making informative presentations
- ☐ participating in class discussions
- ☐ defending a point of view providing necessary evidence
- ☐ interviewing
- ☐ other(s) (please specify) : _____

5. Which of the following do you consider especially important in your students' oral performance? Indicate in order of importance: (1) for the most important and (5) for the least.

- _____ grammatical accuracy
- _____ fluency
- _____ pronunciation and intonation
- _____ richness of vocabulary
- _____ relevance of ideas

6. Which of the following do think pose problems for your students in their oral performance?

- ☐ grammar
- ☐ lack of fluency
- ☐ pronunciation and intonation
- ☐ vocabulary
- ☐ ideas

7. How much reading are the students required to do in your courses? (in

_____ quite a lot _____ some _____ very little _____ none at all

8. Which of the following specific reading skills do your students need as part of the course you are teaching?

- ☐ reading for specific information
- ☐ reading for general information
- ☐ drawing conclusions (understanding implications)
- ☐ understanding logical relations within the text
- ☐ understanding the writer's attitude

9. Which of the following do you think are the factor(s) that cause your students problems in comprehending written texts? Indicate in order of importance: (1) for the most important and (4) for the least.

- _____ complex grammatical structures
- _____ vocabulary
- _____ concepts in the reading material
- _____ method of organization of the reading material
- _____ other(s) (please specify): _____

10. For what purposes do your students need writing?

- ☐ writing essays in exams or for other purposes
- ☐ answering open-ended questions in exams in one or more sentences.
- ☐ preparing seminars
- ☐ writing term papers
- ☐ other(s) (please specify) : _____

11. Which of the following study skills do your students need to develop?

- ☐ using the library
- ☐ note-taking (selective or global note taking from a text)
- ☐ outlining (for organizational purposes)
- ☐ summarizing (one or two-sentence summary or global summarizing of the entire text)
- ☐ paraphrasing (expressing the information found in a text in their own words)
- ☐ synthesizing (synthesizing the information from more than one source in written form)

12. Do you assign any writing tasks to your students? (If 'yes', please answer questions 13 through 17)

- ☐ Yes ☐ No

13. Which of the following writing tasks do you assign per semester?

	<u>Not at all</u>	<u>1-2 times</u> <u>per semester</u>	<u>3-4 times</u> <u>per semester</u>
a. lab reports or descriptions of experiments conducted by the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. brief summaries of articles (1-2 pages)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. brief term papers (5 pages or less)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. longer term papers (6 pages and more)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. other (please specify) : _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How would you describe the type(s) of writing that you require more in the writing tasks you assign?

- ☐ narrative (reporting past events and developments)
- ☐ expository (giving information, explaining relations)
- ☐ argumentative (arguing for or against a point of view)
- ☐ descriptive (describing a place, device, process, etc.)

15. In evaluating your students' written work which of the following do you consider especially important?

- ☐ grammatical accuracy
- ☐ relevance of ideas
- ☐ arrangement and connection of ideas
- ☐ adequate development of ideas
- ☐ originality of thought
- ☐ good use of vocabulary
- ☐ not resorting to plagiarism (if applicable)
- ☐ mechanics (spelling, punctuation, capitalization, format, etc.)

16. Do you provide your students with written guidelines (for format and documentation style, etc.) to be used in preparing the written work you assign?

- ☐ Yes ☐ No

17. If 'yes', please specify : _____

18. Further comments

---- Thank you for your cooperation ---

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CATEGORIES	PSY/ SOC/ HIST/ PHIL	Public/ Econ	IR	SOSYAL TOPLAM	FEN B 2, AEE, ENV	MYO	Arch + CP+ID	Fen B	Pete, Chem, Phys	ME, CE	FDE, PES	METE, CHE, EE	GEO, MINE, IE	CENG	FEN TOPLAM	GENEL TOPLAM
Number of Instructors	16	18	4	38	15	8	11	16	22	21	13	24	27	5	162	200
Number of First Year Instructors	6	6	1	13	1	5	4	2	4	3	0	6	4	2	31	44
Number of Second Year Instructors	8	5	1	14	4	7	4	8	4	7	3	12	5	2	56	70
Number of Third Year Instructors	9	6	3	18	8		5	10	12	11	7	9	12	1	75	93
Number of Fourth Year Instructors	0	7	3	10	10	1	1	5	12	9	5	13	15	1	72	82
Instructors Teaching Post Graduate Courses			0	0					1	1	1	0	0	0	3	3
Number of instructors who consider listening the most important skill	4	6	1	11	6	3	8	2	13	15	9	14	18	2	90	101
Number of instructors who consider speaking the most important skill	8	4		12	5	2	3	4	8	4	1	6	6	0	39	51
Number of instructors who consider reading the most important skill	3	7	2	12	3	2	2	4	3	3	2	5	6	3	33	45
Number of instructors who consider writing the most important skill	4	2	1	7	4	1	2	2	5	2	1	0	5	0	22	29
Number of instructors who think students' difficulties in following lectures are due to complexity of the subject matter	11	11	2	24	8	2	4	8	10	2	5	7	11	3	60	84
Number of instructors who think students' difficulties in following lectures are due to poor English	11	8	2	21	8	8	6	11	10	14	7	14	16	3	97	118
Number of instructors who think students' difficulties in following lectures are due to the fact that they haven't had sufficient practice	3	6	0	9	6	3	3	9	9	9	8	14	12	3	76	85

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others		1		1		3		1	4	0	0	0	0	0	8	9
Number of instructors who think asking questions for explanation and clarification is a major communication activity for students	14	11		25	14	6	9	10	15	13	13	21	19	4	124	149
Number of instructors who think asking and answering questions in class is a major communication activity for students	12	9	3	24	8	8	6	13	20	18	13	20	21	4	131	155
Number of instructors who think making informative presentations is a major communication activity for students	8	4	2	14	4	4	5	10	7	4	2	5	9	0	50	64
Number of instructors who think participating in class discussions is a major communication activity for students	12	7	3	22	7	3	6	15	11	14	9	6	15	3	79	101
Number of instructors who think defending a point of view is a major communication activity for students	3	2	1	6	2	1	2	5	4	1	2	2	4	0	23	29
Number of instructors who think interviewing is a major communication activity for students	1	0	0	1	0	0	0	1	1	0	0	0	0	0	2	3
others	1	0	0	1	0	1	0	0	0	0	0	0	0	0	1	12
Number of instructors who consider grammatical accuracy especially important in students' oral performance	1	0	0	1	5	1	5	0	4	2	1	1	2	1	22	23
2	5	4	2	11	2	2	0	1	2	7	1	6	1	0	22	33
3	2	1	0	3	3	3	3	3	4	2	5	5	7	3	38	41
4	2	6	0	8	3	1	4	6	6	9	4	6	10	1	50	58
5	5	1	1	7	2	0	2	5	5	1	2	7	7	0	31	38
Number of instructors who consider fluency especially important in students' oral performance	4	1	0	5	6	1	3	5	6	5	1	7	4	1	39	44

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2	4	6	1	11	5	4	2	5	4	4	3	8	8	1	44	55
3	3	3	1	7	3	1	3	4	1	6	4	6	5	2	35	42
4	4	2	1	7	1	1	4	0	5	2	5	2	8	0	28	35
5	1	1	0	2	1	1	1	1	2	4	0	2	2	1	15	17
Number of instructors who consider pronunciation and intonation especially important in students' oral performance	0	1	0	1	1	0	0	1	0	0	1	1	1	0	5	6
2	3	2	0	5	2	0	3	2	6	3	2	5	5	1	29	34
3	3	3	1	7	2	3	2	1	6	7	1	7	6	0	35	42
4	5	0	1	6	7	3	2	6	3	5	2	8	6	3	45	51
5	3	6	1	10	5	1	3	5	5	5	7	4	8	1	44	54
Number of instructors who consider richness of vocabulary especially important in students' oral performance	3	5	1	9	3	4	2	2	1	6	1	9	3	1	32	41
2	1	0	1	2	2	2	4	4	7	4	5	2	6	2	38	40
3	5	3	1	9	4	0	3	6	6	4	3	5	5	0	36	45
4	4	3	0	7	4	1	0	2	1	1	2	1	3	1	16	23
5	2	3	0	5	2	1	1	1	4	6	2	8	6	2	33	38
Number of instructors who consider relevance of ideas especially important in students' oral performance	7	7	1	15	4	1	4	7	12	8	9	7	18	3	73	88
2	2	1	0	3	3	0	2	3	3	3	2	4	3	1	24	27
3	2	3	2	7	2	3	2	1	2	2	0	3	4	0	19	26

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4	0	1	0	1	0	2	0	1	3	3	0	5	0	0	14	15
5	3	1	0	4	5	4	2	3	1	4	2	6	3	1	31	35
Number of instructors who think grammar poses problems in students' oral performance	9	4	2	15	5	3	6	8	4	6	5	5	8	2	52	67
Number of instructors who think lack of fluency poses problems in students' oral performance	10	11	3	24	13	7	7	15	18	12	10	18	19	5	124	148
Number of instructors who think pronunciation and intonation pose problems in students' oral performance	9	2	1	12	5	1	3	9	5	6	4	8	6	0	47	59
Number of instructors who think vocabulary poses problems in students' oral performance	13	9	3	25	10	8	8	11	11	15	8	16	17	1	105	130
Number of instructors who think ideas pose problems in students' oral performance	6	4	2	12	3	0	9	7	11	3	4	4	8	2	51	63
Number of instructors who think students do quite a lot of reading	13	9	4	26	7	2	3	9	14	5	4	14	6	0	64	90
Number of instructors who think students do some reading	5	5	0	10	8	5	6	6	8	13	9	10	20	5	90	100
Number of instructors who think students do very little reading	1	0	0	1	0	1	2	0	1	3	0	2	3	0	12	13
Number of instructors who think students do no reading	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	1
Number of instructors who think students need reading for specific information	12	5	2	19	11	6	7	12	16	16	11	14	21	5	119	138
Number of instructors who think students need reading to get general information	10	1	2	13	5	4	6	10	6	5	6	7	7	5	61	74
Number of instructors who think students need reading to draw conclusions	15	10	3	28	10	4	6	14	14	8	11	11	19	2	99	127
Number of instructors who think students need reading to understand logical relations between ideas	12	13	2	27	11	2	3	10	17	10	9	16	23	2	103	130
Number of instructors who think students need reading to understand the writer's attitude	9	3	2	14	0	0	3	4	1	1	0	0	2	0	11	25

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Number of instructors who think complex grammatical structures cause problems for students in comprehending written texts	6	3	2	11	1	2	3	5	6	3	1	2	3	1	27	38
2	2	5	1	8	2	2	3	2	6	8	0	6	4	0	33	41
3	3	2	0	5	5	1	0	6	3	6	7	7	7	4	46	51
4	2	1	1	4	3	1	4	1	3	3	3	6	9	0	33	37
others	0	0	0	0	1	0	0	0	0	0	1	0	0	0	2	2
Number of instructors who think vocabulary causes problems for students in comprehending written texts	7	9	0	16	4	4	5	5	6	10	3	11	12	3	63	79
2	4	3	3	10	4	3	2	6	7	6	7	5	4	0	44	54
3	2	1	0	3	2	1	3	0	4	4	1	4	7	1	27	30
4	1	0	0	1	3	1	0	3	3	0	2	1	2	1	16	17
others	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
Number of instructors who think concepts in the reading material cause problems for students in comprehending written texts	2	0	3	5	8	1	3	3	8	7	9	6	10	0	55	60
2	6	3	0	9	2	1	2	4	6	3	2	5	8	5	38	47
3	5	6	0	11	2	6	1	5	3	3	1	5	3	0	29	40
4	4	2	1	7	1	1	2	2	2	7	1	4	3	0	23	30
others	0	0	0	0	0	0	0	0	5	0	0	0	0	0	5	5
Number of instructors who think methods of organization in the text cause problems for students in comprehending written texts	0	1	0	1	0	2	1	1	3	1	0	2	3	1	14	15

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2	2	1	1	4	5	0	2	2	0	4	3	4	6	0	26	30
3	3	1	3	7	2	1	4	3	7	7	3	5	5	0	37	44
4	8	7	0	15	5	5	2	7	5	8	6	9	8	4	59	74
others	0	0	0	0	0	0	1	0	5	0	0	0	0	0	6	6
Number of instructors who think students need writing to write essays in the exams	12	14	3	29	7	5	5	14	12	6	6	14	16	2	87	116
Number of instructors who think students need writing to answer open-ended questions in exams in one or more sentences	6	6	3	15	6	5	2	14	16	16	11	13	19	4	106	121
Number of instructors who think students need writing to prepare seminars	10	2	3	15	4	1	2	7	11	2	0	6	9	1	43	58
Number of instructors who think students need writing to write term papers	17	8	4	29	11	4	7	14	12	6	6	9	17	0	86	115
others	1	0	0	1	3	0	1	0	3	0	0	0	0	0	7	8
Number of instructors who think students need to learn how to use the library	12	7	3	22	5	8	8	11	13	11	10	12		3	81	103
Number of instructors who think students need to learn how to take notes	11	10	3	24	9	5	4	14	13	5	11	6	18	3	88	112
Number of instructors who think students need to learn how to prepare an outline	10	3	2	15	3	2	5	9	5	5	2	4	6	1	42	57
Number of instructors who think students need to learn how to summarize a text	9	9	2	20	10	3	4	13	8	8	9	5	12	2	74	94
Number of instructors who think students need to learn how to paraphrase a text	16	9	3	28	11	8	7	14	14	11	7	14	14	2	102	130
Number of instructors who think students need to learn how to synthesize information from various sources	16	11	3	30	8	4	11	13	10	11	9	12	21	3	102	132
Number of instructors who assign written assignments	18	7	4	29	11	5	10	14	13	9	8	15	18	1	104	133

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Number of instructors who don't assign written assignments	1	6	0	7	4	4	1	1	8	12	4	9	10	4	57	64
Number of instructors who assign lab reports 3-4 times	1	1	0	2	2	4	0	1	6	3	4	12	7	1	40	42
Number of instructors who assign lab reports more than 4 times	2		0	2	0	0	0	0	0	1	1	2	2	0	6	8
Number of instructors who don't assign summary assignments at all	0	1	0	1	0	1	2	1	5	1	0	3	0	1	14	15
Number of instructors who assign summary assignments 1-2 times	7	2	3	12	1	1	3	7	6	1	2	1	7	0	29	41
Number of instructors who assign summary assignments 3-4 times	3	1	0	4	2	0	2	4	0	0	0	3	2	0	13	17
Number of instructors who don't assign any term papers	0	0	0	0	0	1	1	3	4	1	0	1	1	1	13	13
Number of instructors who assign term papers 1-2 times	8	3	2	13	4	2	3	5	4	2	5	4	5	0	34	47
Number of instructors who assign term papers 3-4 times	1	1	0	2	0	0	1	1	4	0	1	1	0	0	8	10
Number of instructors who don't assign any long term papers	0	0	0	0	0	0	1	0	4	0	0	1	1	1	8	8
Number of instructors who assign long term papers 1-2 times	10	6	2	18	4	2	2	9	4	1	1	8	9	0	40	58
Number of instructors who assign long term papers 3-4 times	1	0	1	2	1	0	0	3	4	0	0	0	1	0	9	11
13 OTHERS	3	1	0	4	1	1	1	5	1	0	0	0	8	0	17	21
Number of instructors whose written assignments involve narrative writing	9	1	2	12	4	1	0	5	7	2	0	4	6	1	30	42
Number of instructors whose written assignments involve expository writing	13	7	4	24	7	5	8	13	9	6	7	10	15	0	80	104
Number of instructors whose written assignments involve argumentative writing	14	7	3	24	3	0	4	9	7	4	4	3	9	0	43	67
Number of instructors whose written assignments involve descriptive writing	9	3	1	13	9	5	7	7	8	5	5	12	11	0	69	82

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Number of instructors who consider grammatical accuracy especially important in evaluating students' written work	5	2	1	8	5	4	1	4	8	7	4	5	3	0	41	49
Number of instructors who consider relevance especially important in evaluating students' written work	11	6	2	19	6	3	6	14	11	7	7	10	14	1	79	98
Number of instructors who consider arrangement and connection of ideas especially important in evaluating students' written work	15	6	4	25	9	4	10	11	12	6	5	5	15	1	78	103
Number of instructors who consider adequate development of ideas especially important in evaluating students' written work	12	5	2	19	5	1	5	11	7	4	6	5	10	1	55	74
Number of instructors who consider originality of thought especially important in evaluating students' written work	9	6	3	18	6	2	2	8	5	2	6	3	7	1	42	60
Number of instructors who consider good use of vocabulary especially important in evaluating students' written work	7	2	1	10	4	4	4	6	4	4	2	3	6	0	37	47
Number of instructors who consider not resorting to plagiarism especially important in evaluating students' written work	14	7	2	23	3	0	6	1	2	2	1	1	2	0	18	41
Number of instructors who consider mechanics of writing especially important in evaluating students' written work	5	2	0	7	3	1	2	2	5	2	1	6	3	0	25	32
Number of instructors who provide written guidelines for their students	11	3	2	16	6	4	3	10	10	5	4	8	8	0	58	74
Number of instructors who don't provide written guidelines for their students	7	5	2	14	6	1	8	4	3	4	4	7	8	1	46	60